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
Albert Schweitzer Elementary School	34-67447-6034896	May 2, 2022	June 28th, 2022

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)

The purpose of this plan is to describe the allocation of federal and state resources towards improved academic, behavioral, social, and emotional outcomes for students attending Albert Schweitzer Elementary School.

Albert Schweitzer Elementary's School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP) and describes four overarching 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. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward increasing academic achievement, improving school culture and climate, and increasing family involvement.

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 aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and social-emotional outcomes for students. The plan utilizes supplemental funding to provide for professional learning, student intervention, parent engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning.

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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

This year the needs assessment was conducted on an ongoing basis with several groups, including the parent advisory entities of School Site Council (SSC) and English Language Advisory Committee (ELAC), with staff through whole staff meetings and committees such as the Leadership Team, Positive Behavior Intervention & Support (PBIS) Team, and Safety Committee. Through these collaborative meetings and dialogues, as well as through surveys and informal conversations, families, community members, and staff members were able to provide input on current goals and provide input for future needs.

The needs assessment and data conversations took place during the following meetings:

- Back-to-School Night 8/19 and 8/26
- SSC 9/28, 11/1, 1/24, 3/7, 5/2
- ELAC 10/7, 12/10, 3/24, 5/24

- PBIS Meetings 8/2, 9/22, 10/13, 11/30, 12/14, 1/4, 2/1, 3/1, 3/29, 5/3, 5/31
- Leadership Team Meetings 8/3, 8/31, 9/30, 12/7, 1/11, 1/25, 2/8, 3/22, 4/5, 4/26, 5/10, 5/24
- Staff Meetings 8/10, 8/11, 1/18, 3/15, 5/17

In this school plan every effort has been made to address the most frequent, common suggestions requested by the participants. The results showed the following trends:
- Need for additional academic intervention supports for students
- Need for additional behavior supports for students
- Need for additional technology resources
- Need for additional parent involvement

The feedback provided allowed us to identify areas of strength and need in our current school program. The recommendations make evident that we need: additional academic and behavior supports for students, increased opportunities for staff development to build teacher capacity, increased opportunities for parents to be involved and engaged with the school.

Resource Inequities

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

Throughout the course of the 21/22 school year a variety of strategies including surveys, classroom observations, informal dialogues, and formal assessments, were conducted. Schweitzer students, families, and community members were included in active discussions during ELAC meetings, School Site Council Meetings, and both formal and informal conversations with administration. Schweitzer staff were included in active discussions during leadership meetings, PBIS meetings, staff meetings, and grade level collaborations. Data dialogues centered around the following:

Academic Performance:

English Language Arts Achievement (based on iReady & Text Level data)
- iReady data indicates an overall increase from 29% to 38% of students at or above grade level in English Language Arts from the beginning of the school year to the end of second trimester (the most current data available at the time of report).
- English Learners did not make growth from one reporting period to the next and remain at 15% proficient/advanced
- Students with disabilities made only incremental growth, 6% proficient/advanced to 9% proficient/advanced and are significantly behind their general education peers.

Math Achievement (based on iReady data)
- iReady data indicates an overall increase from 10% to 25% of students at or above grade level in math from the beginning of the school year to the end of second trimester (the most current data available at the time of report).
- Students with disabilities did not make growth from one reporting period to the next

English Learner Progress
- During the 21-22 school year, Schweitzer served 64 English Learners.
- 11 of these are at-risk of becoming LTELs
- 34 are recent immigrants to the US
- 12 are refugees

Academic Engagement:

Chronic Absenteeism
- 36.5% of students are chronically absent up from 13.1% in 21-22 during distance learning.
- Statistically significant disparities exist for homeless (76.9%) and Black/African American (61.3%) subgroups.

Attendance Rate
- 89.3% of students regularly attend school.
- Statistically significant disparities exist for homeless (64.6%), students with disabilities (68.2%), and Black/African American (79.6%) subgroups.

Conditions and Climate:

Suspensions
- 11 unique students totaling 13 suspensions have been occurred during the 22-23 school year at the time this data is being reported.
- 7 of these suspensions are at-home suspensions
- 6 of these suspensions are classroom suspensions

As a result of these data dialogues, the following actionable items were identified as areas to focus improvement efforts:
- Increased academic performance, with an emphasis on English Language Learners
- Increased academic engagement
- Improved conditions and climate

The following actions and services have been identified for 22-23 to support students, staff, and families and to address resource inequities:

- Increase access to and support for social emotional learning, conflict resolution, and restorative practices.
- Increase availability of, and access to, technology to support students with instruction and assessment by continuing to invest in Chromebooks and iPads with the goal of a 1:1 student to device ratio.
- Update classroom technology for instruction as needed to support visual and auditory access to instruction.
- Fund supplies for classroom use including but not limited to: instructional supplies aligned with CCSS, PE/recess equipment, technology supplies (headphones), and furniture as needed.
- Fund supplies for intervention and enrichment support for students including but not limited to: books at various levels, online software applications to support and increase students' proficiency in math and reading.
- Implement PBIS tier 1 and tier 2 principles and practices, and provide incentives for students.
- Continue and expand the opportunities for family engagement/involvement.
- Continued staff development focusing on: effective instruction, SEL, trauma informed teaching, and restorative practices, and GLAD.

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

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them acces the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The strategies and actions listed in the 2021-2022 SPSA were implemented, with one exception (noted below), to support, develop, and strengthen a connected school community. Meeting attendance data, school newsletter read/opened data, and participation at school events/activities data were collected to measure outreach impact and accessibility. School and district climate survey data were also collected to monitor and monitor student, family, and staff perceptions of the school as a place of caring and connection.

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

The Kiwanis sponsored K-Kids program did not take place this year due to COVID volunteer rules.

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

N/A

2021-22
Identified Need

An essential goal at Schweitzer is to ensure that every student, family, and community member that attends/visits our school feels safe, welcomed, and connected. Indicators such as the School Climate Survey, as well as attendance and participation at events, collaborations, and meetings indicate that additional resources, supports, and opportunities to build relationships and establish a sense of trust and safety through participation in engagement events and leadership opportunities are needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Climate Survey - percent of strongly agree/agree on "School Connectedness/Sense of Belonging" questions.	88.4% parents who responded strongly agree/agree 57.9% students who responded strongly agree/agree 85.7 % staff who responded strongly agree/agree	We expect a 5% increase in the percentage of parents, students, and staff who strongly agree/agree.
Number of school sponsored school and community events.	9 community events took place during the 21-22 school year.	We expect to increase the total number of school and community events by at least 4.
Number of school sponsored parent engagement opportunities.	11 parent engagement opportunities were offered during the 21-22 school year.	We expect to increase the total number of parent engagement opportunities by at least 4.

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	Purchase materials to support school sponsored school and	All Students X English Learners X Low-Income Students Foster Youth Other	Principal Staff FACE Department	LCFF Supplemental Site Allocation	1000	School year 2022-23

					4000-4999: Books And Supplies		
	community events throughout the year including but not limited to: Neighborhood Learning Project, Community Resource Fairs, Coffee and Conversation with the Principal, principal led family and community book studies, etc.						
1.2	ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	All Students X English Learners X Low-Income Students Foster Youth Other		Principal ELAC Coordinator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

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

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We used monthly attendance and chronic absenteeism data, as well as responses to the School Climate Survey to monitor progress.

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

COVID attendance rules impacted both daily attendance and chronic absenteeism rates significantly.

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

Due to pandemic protocols, we were unable to host in-person parent workshops for a majority of the school year, which greatly impacted community interest and attendance.

2021-22

Identified Need

School-wide attendance and chronic absentee data, as well as school discipline and survey data indicate a continued need to focus on school culture and climate as it relates to attendance, school-wide behavior systems, and social-emotional learning, in order to develop and sustain a safe and welcoming learning environment for all students that is inclusive, equitable, and culturally responsible.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance	2020-2021 regular attendance - 77.8%	Anticipate 10% increase in regular daily attendance
Chronic Absenteeism	2020-2021 chronically absent students - 13.1%	Anticipate 5% decrease in the percentage of students who are chronically absent
School Safety Survey - "Caring Relationships" Questions	78.9% of participating students rated school culture/sense of belonging as agree/strongly agree	Anticipate 5% growth in this area
School Safety Survey - "Safety" Questions	86.9% of participating students rated school safety as agree/strongly agree	Anticipate 4% growth in this area

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	Provide supplies, materials, incentives, and student recognitions, including but not limited to: behavior tickets, certificates, prizes, treats, lunch	All Students English Learners X Low-Income Students X Foster Youth X Other Black/African American	PBIS Team Attendance Team Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23

		celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.					
2.2		Purchase PBIS school signage to display school safety expectations and promote positive behavior and school-wide expectations for students, staff, and families.	All Students English Learners X Low-Income Students X Foster Youth Other	PBIS Team Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23
2.3		Purchase materials to support classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum,	All Students English Learners X Low-Income Students X Foster Youth Other	Leadership Team Counselor Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School year 2022-23

	materials, and resources, in order to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem solving and emotion regulation.						
2.4	Provide additional Recreational Aide allocation	X All Students 　English Learners 　Low-Income Students 　Foster Youth 　Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only)	2000 3,412	School year 2022-23
2.5		All Students				

		English Learners Low-Income Students Foster Youth Other				
2.6		All Students English Learners Low-Income Students Foster Youth Other				
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 use regularly monitor student progress, use data to identify student needs, and identify and implement research-based instructional practices and interventions in order to increase students' academic growth and achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

As a site and a system, we used iReady data to monitor progress in both reading and math at each trimester. We also used text level assessments in K-2 and for students in grades 3-5 who are working below grade level.

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

Though iReady gives us valuable information more school-wide data that can be used to track growth over time would be helpful in planning for intervention and acceleration.

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

We developed an intervention program to support K-5 students not meeting grade level standards.

2021-22
Identified Need

iReady and text level data, as well as intervention team data indicate a continued need for increased student academic intervention and support particularly with socio-economically disadvantaged students and English Learners. Additionally, English Learner data indicates a strong need for additional and intensive supports for English Language Learners. In order to support academic growth and achievement for all students with an emphasis on SED and EL students Schweitzer will continue to invest time and resources into intervention, materials, professional learning, and technologies with an emphasis on these programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Text Levels, F & P Running Records-K-2	38% of all K-2 students met or exceeded grade level expectations. 29% of K-2 low SES students met or exceeded grade level expectations. 15% of K-2 EL students met or exceeded grade level expectations 25% of K-2 Homeless students met or exceeded grade level expectations.	Increase to 50% of all K-2 students met or exceeded grade level expectations. Increase to 40% of K-2 low SES students met or exceeded grade level expectations. Increase to 30% of K-2 EL students met or exceeded grade level expectations Increase to 40% of K-2 Homeless students met or exceeded grade level expectations.
iReady Math, 1st-2nd	29% of 1st graders at grade level 27% of 2nd graders at grade level	Increase to 50% for 1st grade at grade level increase to 50% for 2nd grade at grade level
iReady Math, 3rd-5th	20% of 3rd graders at grade level 36% of 4th graders at grade level 24% of 5th graders at grade level	Expect increase to 50% for 3rd grade at grade level Expect increase to 50% for 4th grade at grade level Expect increase to 50% for 5th grade at grade level
iReady Reading, 3rd-5th	45% of 3rd graders at grade level 40% of 4th graders at grade level 27% of 5th graders at grade level	Expect increase to 60% for 3rd grade at grade level Expect increase to 60% for 4th grade at grade level

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
		Expect increase to 50% for 5th grade at grade level
iReady Reading, 1st-2nd	46% of 1st graders at grade level 24% of 2nd graders at grade level	Increase to 60% for 1st grade at grade level increase to 50% for 2nd grade at grade level
ELPAC, Percent of Students Scoring at Level 4 in 1-2 years and 2-3 years	25% of EL's in school 1-2 years scored level 4 12.5% of EL's in school 2-3 years scored level 4	Increase to 35% in school 1-2 years will score at level 4 Increase to 20% in school 2-3 years will score at level 4

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	Provide updated technology, technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but	All Students X English Learners X Low-Income Students Foster Youth Other	Principal Leadership Team Tech Team Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23

		not limited to: smartTVs, iPads, document cameras, RAZ Plus, Starfall, headphones, etc.					

3.2		Provide staffing and support, including but not limited to intervention teacher, and/or guest teachers to support programs including but not limited to, academic intervention, grade level and cross grade level collaboration, articulation, and data examination, and professional learning, in support of student academic growth and achievement.	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Leadership Team
				Grade Level Teams
					LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	10000	School year 2022-23

3.3	Provide Project GLAD materials and supplies, including but not limited to, color printer cartridges, chart paper, markers, paper, etc.	All Students X English Learners Low-Income Students Foster Youth Other	Leadership Team Principal ELD Teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3500	School year 2022-23
3.4	Provide resources, including but not limited to: curriculum, materials, books, and manipulatives to support classroom and site based intervention and enrichment.	All Students X English Learners X Low-Income Students X Foster Youth Other	Intervention Teachers Leadership Team ELD Teacher Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022 - 23
3.5	ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager Principal	LCFF Supplemental English Learner Central	84,835	School Year 2022 - 23

3.6		All Students English Learners Low-Income Students Foster Youth Other					
3.7		All Students English Learners Low-Income Students Foster Youth Other					
3.8		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

Our whole school community engages students in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We used the School Culture Survey results to monitor growth in this goal area.

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

Due to COVID restrictions, we were unable to bring in Kiwanis to facilitate student leadership events and activities.

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

Based on the limitations of pandemic rules, we learned that we have the capacity and desire to facilitate a student leadership program that does nopt rely on facilitation from outside partners and will implement this new model in future years.

2021-22

Identified Need

To develop programs, events, activities to promote students awareness of their future aspirations by providing opportunities for them to experience, explore, discover their community, nation, and world. Providing more opportunities for student feedback, voice, and leadership as decison-makers for the site.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
School Safety Survey - "Sense of Belonging" Questions	85.4% of participating students rated school culture/sense of belonging as agree/strongly agree	Anticipate 5% growth
Student Leadership - number of students participating	Baseline will be established during 22-23 school year.	We expect to offer at least 5 authentic opportunities for 3-5 students to develop their leadership.

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	Implement assemblies, and school programs that promote positive behavior, inclusion, and recognition of students and our school community including but not limited to student	X All Students English Learners Low-Income Students Foster Youth Other	Principal Leadership Team Counselor Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Profession al/Consulti	3000	2022-2023 School Year

	recognitions, Starstruck, Spring Musical, school sing, student leadership, etc.			ng Services And Operating Expenditures		

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Summer Programs	School year 2022-23	Credentialed and classified staff, materials and supplies, transportation, salary, and benefits	$1,200,000	Title I
2. Intervention		Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.	$617,219	
3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language		Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses	100,000	
4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.		Salary and benefits, materials, and supplies.	771,420	

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$119,747.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$3,412.00
LCFF Supplemental English Learner Central	$84,835.00
LCFF Supplemental Site Allocation	$31,500.00

Subtotal of state or local funds included for this school: $119,747.00

Total of federal, state, and/or local funds for this school: $119,747.00

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	31,500.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	84,835.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	84,835.00
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,412.00
	LCFF Supplemental English Learner Central	84,835.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	12,912.00
Goal 3	102,335.00
Goal 4	3,000.00

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
Teresa Rowan	Principal
Jaclyn Loewe	Classroom Teacher
Tresa Imahara	Classroom Teacher
Suzanne Anderson	Classroom Teacher
Sydney Donnell	Other School Staff
Shelby Smith	Parent or Community Member
Vic Jacinto	Parent or Community Member
Melonie Phillip	Parent or Community Member
Don Lemmon	Parent or Community Member
Kelly Martinez	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

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2022.

Attested:

Teresa Rowan	Principal, Teresa Rowan on May 2, 2022
Suzanne Anderson	SSC Chairperson, Suzanne Anderson on May 2, 2022

Budget By Expenditures

Albert Schweitzer Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,412.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental English Learner Central   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Teacher: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE		$84,835.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures:	$84,835.00		
LCFF Supplemental English Learner Central Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Albert Schweitzer Elementary School

Implement assemblies, and school programs that promote positive behavior, inclusion, and recognition of students and our school community including but not limited to student recognitions, Starstruck, Spring Musical, school sing, student leadership, etc.	4000-4999: Books And Supplies	$3,000.00	Clear Pathways to Bright Futures
Provide updated technology, technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to: smartTVs, iPads, document cameras, RAZ Plus, Starfall, headphones, etc.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
Provide staffing and support, including but not limited to intervention teacher, and/or guest teachers to support programs including but not limited to, academic intervention, grade level and cross grade level collaboration, articulation, and data examination, and professional learning, in support of student academic growth and achievement.	1000-1999: Certificated Personnel Salaries	$10,000.00	Engaging Academic Programs
Provide Project GLAD materials and supplies, including but not limited to, color printer cartridges, chart paper, markers, paper, etc.	4000-4999: Books And Supplies	$3,500.00	Engaging Academic Programs
Provide resources, including but not limited to: curriculum, materials, books, and manipulatives to support classroom and site based intervention and enrichment.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs
Purchase materials to support school sponsored school and community events throughout the year including but not limited to: Neighborhood Learning Project, Community Resource Fairs, Coffee and Conversation with the Principal, principal led family and community book studies, etc.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities

Albert Schweitzer Elementary School

ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	4000-4999: Books And Supplies	$500.00	Connected School Communities
Provide supplies, materials, incentives, and student recognitions, including but not limited to: behavior tickets, certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Social-Emotional Growth
Purchase PBIS school signage to display school safety expectations and promote positive behavior and school-wide expectations for students, staff, and families.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Social-Emotional Growth
Purchase materials to support classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum, materials, and resources, in order to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem solving and emotion regulation.	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Social-Emotional Growth
Provide additional Recreational Aide allocation	2000-2999: Classified Personnel Salaries	$2,000.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures:	$31,500.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Albert Schweitzer Elementary School Total Expenditures:	$119,747.00