

School Year: **2023-24**



# 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 9, 2023	August 8, 2023

## 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

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Albert Schweitzer Elementary met the criteria for the following student groups and indicators:

Students with Disabilities - ELA, Math, Chronic Absenteeism

Two or More Races - Chronic Absenteeism

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 Title I and supplemental funding to provide for professional learning, student intervention, parent engagement and engaging supplemental materials and extra hours to improve academic, behavioral, and social-emotional outcomes for students.

ATSI is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Albert Schweitzer Elementary met the criteria for the following student groups and indicators:

Students with Disabilities - ELA, Math, Chronic Absenteeism

Two or More Races - Chronic Absenteeism

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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	
<b>Data Analysis</b>	<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>

Based on the current California School Dashboard data, Schweitzer Elementary now qualifies for both Title I and ATSI supports for 2023-2024 school year. Schweitzer met the criteria for Title I supports based on the percentage of students from low income families that we currently serve - 62.37%. Schweitzer qualified for ATSI supports for the following student groups and indicators:

- Students with Disabilities - ELA, Math, Chronic Absenteeism
- Two or More Races - Chronic Absenteeism

For this Comprehensive Needs Assessment we analyzed, state, district, and site level data in order to identify trends and disparities across student groups. Throughout the course of the 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, Culture & Climate Team (PBIS) meetings, staff meetings, and grade level collaborations. Data dialogues centered around the following:

Academic Performance:

English Language Arts Achievement (based on iReady & CAASPP data)

iReady student group data:

- Overall - increase of 8.1%, from 24.3% to 32.4% 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).
- Black/African American - overall increase of 10%, from 10% to 20% of students at or above grade level
- English Learners - no overall increase from 5.4% to 5.4% of students at or above grade level
- Low SES - overall increase of 7.6%, from 10.3% to 17.9% of students at or above grade level
- Students with Disabilities - overall increase of 2.4%, from 14.3% to 16.7% of students at or above grade level

The data indicates that English Learners and Students with Disabilities are making progress at a significantly lower rate than all other students groups.

CAASPP student group data:

- Overall - 33.51% of students met or exceeded
- Black/African American - not a statistically significant number of students to report
- English Learners - 23.81% of students met or exceeded
- Low SES - 23.81% of students met or exceeded
- Students with Disabilities - 11.76% of students met or exceeded

The data indicates that English Learners and Low SES student groups are progressing at a lower rate (10%) than the overall student population and that Students with Disabilities are making progress at a significantly lower rate (21%) than

all other students groups.

#### Math Achievement (based on iReady & CAASPP data)

##### iReady student group data:

- Overall - overall increase of 11%, from 12% to 23% 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).
- Black/African American - overall increase of 10%, from 0% to 10% of students at or above grade level.
- English Learners - overall increase of 2.4%, from 5.7% to 8.1% of students at or above grade level.
- Low SES - overall increase of 7.6%, from 10.3% to 17.9% of students at or above grade level.
- Students with Disabilities - overall increase of 9.5%, from 2.4% to 11.9% of students at or above grade level.

The data indicates that English Learners are making progress at a significantly lower rate than all other students groups.

##### CAASPP student group data:

- Overall - 26.99% of students met or exceeded
- Black/African American - not a statistically significant number of students to report
- English Learners - 16.67% of students met or exceeded
- Low SES - 17.98% of students met or exceeded
- Students with Disabilities - 8% of students met or exceeded

The data indicates that English Learners and Low SES student groups are progressing at a lower rate (8-9%) than the overall student population and that Students with Disabilities are making progress at a significantly lower rate (19%) than all other students groups.

##### English Learner Progress

- During the 22-23 school year, Schweitzer served 75 English Learners.
- 6 of these are at-risk of becoming LTELs
- 50 are recent immigrants to the US
- 27 are refugees

##### Academic Engagement:

##### Chronic Absenteeism

- 29% of students are chronically absent down from 36.5% in 21-22.
- A significant number of students who are chronically absent exist for all student groups.

##### Attendance Rate

- 92% of students regularly attend school.
- Statistically significant disparities exist for homeless (85.7%) subgroup.

##### Conditions and Climate:

##### Suspensions

- 6 incidents resulting in suspensions have been occurred during the 22-23 school year at the time this data is being reported.

##### District Climate Survey

- "Students are respectful to each other at my school." - 30.95%

## Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

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. These data conversations lead to the identification of four main root causes.

**Root Causes:**

1. The data indicates that English Learners are making progress at a significantly lower rate than all other students groups. We identified the significant increase in the number of immigrants and refugees, coupled with a lack of access to regular, timely, and adequate high leverage English language acquisition strategies, materials, intervention, and instruction as the root cause. So, we are developing a school-wide "What I Need" (WIN) intervention to address this need. We will monitor ELPAC, CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our English Learners.
2. The data indicates that Students with Disabilities and low SES students are making academic progress at a significantly lower rate than all other students groups. We identified lack of access to regular, timely, and adequate high leverage instructional strategies, materials, intervention, and instruction as the root cause, so we are offering an educational summer program, and developing a school-wide WIN intervention to address this need. We will monitor CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our Students with Disabilities and low SES students.
3. All student groups, with an emphasis on homeless, African American, and two or more races, struggle with chronic absenteeism. We identified lack of engagement as the root cause, so we are developing an attendance incentive plan and school-wide House System to engage and foster a sense of belonging among students, staff, and the broader school community, to address this need. We will monitor attendance, chronic absenteeism, and school climate survey data to ensure that these interventions improve feelings of connectedness and student attendance for our students.
4. All students groups, with an emphasis on low-SES students, struggle to identify and respond to intense emotions, and to ask for help appropriately. We identified lack of SEL skills and strategies as a root cause, so we are developing a school-wide House System that emphasizes SEL lessons and strategies to address this need. We will monitor behavior incidents, and school climate survey data to ensure that these interventions improve feelings of connectedness and improved social/emotional responses when big feelings naturally occur.

ATSI is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Albert Schweitzer Elementary met the criteria for the following student groups and indicators:

- Students with Disabilities - ELA, Math, Chronic Absenteeism
- Two or More Races - Chronic Absenteeism

Actions for the 2023-2024 school year will focus on strategies to increase academic achievement, decrease the percentage of students who are chronically absent, and to address the needs of all students, with an emphasis on Students with Disabilities, English Language Learners, and students identifying as Two or More Races.

## Resource Inequities

What resource inequities did you discover?

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

Through the Comprehensive Needs Assessment process, including data conversations, and root cause analysis, the following actions and services have been identified to support students, staff, and families and to address resource

inequities:

- 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 to support visual and auditory access to instruction.
- Fund materials and 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, and curriculum.
- Fund a position to support school-wide interventions.
- Continue and expand the opportunities for family engagement/involvement.
- Continued staff development focusing on: effective instruction, strategies for intervention and acceleration, SEL, and strategies to support English Learners, GLAD.

## Input from Educational Partners

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

### Involvement Process for the SPSA and Annual Review and Update

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, 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 - 8/18
- SSC - 9/27, 1/31, 2/28, 3/28, 5/9
- ELAC - 8/30, 11/1, 1/31, 3/28
- PTA - 9/20, 10/18, 11/15, 1/17, 2/8, 3/21, 4/18
- Coffee & Conversations - 8/11, 9/20, 10/11, 12/13, 1/13, 2/7, 3/21, 4/18
- Leadership Team Meetings - 8/4, 9/7, 10/19, 11/2, 12/14, 1/11, 2/8, 3/22, 4/19, 5/3
- Staff Meetings - 8/9, 9/13, 10/11, 1/17, 2/7, 3/21, 4/18, 5/4

In this school plan every effort has been made to address the most frequent, common suggestions requested by the participants that meet an identified need of our students and student groups. The results showed the following trends:

- Need for additional academic intervention supports for students
- Need for additional social/emotional supports for students
- Need for additional technology resources
- Need for additional student and parent engagement/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 social/emotional supports for students, increased opportunities for staff development to build teacher capacity, increased opportunities for students and 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 22-23 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, Culture & Climate Team (PBIS) meetings, staff meetings, and grade level collaborations. Data dialogues centered around academic performance, student engagement, conditions and climate. Additionally, Albert Schweitzer Elementary met the criteria for the following student groups and indicators: Students with Disabilities - ELA, Math, Chronic Absenteeism, Two or More Races - Chronic Absenteeism.

The following root causes and resource inequities were noted:

1. The data indicates that English Learners are making progress at a significantly lower rate than all other students groups. We identified the significant increase in the number of immigrants and refugees, coupled with a lack of access to regular, timely, and adequate high leverage English language acquisition strategies, materials, intervention, and instruction as the root cause. So, we are developing a school-wide WIN intervention to address this need. We will monitor ELPAC, CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our English Learners.
2. The data indicates that Students with Disabilities and low SES students are making progress at a significantly lower rate than all other students groups. We identified lack of access to regular, timely, and adequate high leverage instructional strategies, materials, intervention, and instruction as the root cause, so we are offering an educational summer program, and developing a school-wide WIN intervention to address this need. We will monitor CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our Students with Disabilities and low SES students.
3. All student groups, with an emphasis on homeless, African American, students with disabilities, and two or more races, struggle with chronic absenteeism. We identified lack of engagement as the root cause, so we are developing an attendance incentive plan and school-wide House System to engage and foster a sense of belonging among students, staff, and the broader school community, to address this need. We will monitor attendance, chronic absenteeism, and school climate survey data to ensure that these interventions improve feelings of connectedness and student attendance for our students.
4. All students groups, with an emphasis on low-SES students, struggle to identify and respond to intense emotions, and to ask for help appropriately. We identified lack of SEL skills and strategies as a root cause, so we are developing a school-wide House System that emphasizes SEL lessons and strategies to address this need. We will monitor behavior incidents, and school climate survey data to ensure that these interventions improve feelings of connectedness and respect at school.

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 materials, supplies, and experiences to support academic intervention and enrichment for students including but not limited to: field trips, books at various levels, curriculum, and online software applications to support and increase students' proficiency in math and reading.
- Fund an Instructional Assistant position to support school-wide interventions.
- Implement attendance plan and incentive system.
- Implement PBIS/House System and provide incentives and experiences for students.
- Continue and expand the opportunities for family engagement/involvement.
- Continued staff development focusing on: academic interventions, effective instruction, SEL, trauma informed teaching, and restorative practices, and GLAD.

We will monitor progress in a variety of ways and for variety of data points, including:

- Student engagement as measured by school climate survey responses, attendance and chronic absenteeism rates, behavioral data, and empathy gathering conversations.
- Family and Community engagement as measured by attendance at events, volunteerism at school events and in classrooms, and school climate survey responses.
- Increased proficiency in reading and math as measured by state and local assessments including iReady, CAASPP, local assessment data, and intervention teacher/IA data.
- Increased opportunities for reading/math intervention as measured by intervention teacher/IA data and number students served, and summer school participation.
- Increased attendance as measured through attendance and chronic absenteeism rates.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	1.55%	0.35%	4	5	1
African American	5.5%	4.66%	2.44%	19	15	7
Asian	6.9%	4.66%	5.92%	24	15	17
Filipino	0.9%	0.31%	0.35%	3	1	1
Hispanic/Latino	19.8%	19.25%	22.3%	69	62	64
Pacific Islander	0.6%	0.31%	0.7%	2	1	2
White	54.9%	59.94%	58.89%	191	193	169
Multiple/No Response	10.3%	9.32%	9.06%	36	30	26
<b>Total Enrollment</b>				348	322	287

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	57	42
Grade 1	47	52	55
Grade 2	60	46	49
Grade 3	50	53	46
Grade 4	80	45	55
Grade 5	62	69	40
<b>Total Enrollment</b>	348	322	287

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	52	67	68	14.90%	20.8%	23.7%
Fluent English Proficient (FEP)	6	15	14	1.70%	4.7%	4.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Albert Schweitzer Elementary - 2022-2023 Grades TK-2 i-Ready™ Text Level Grade Level Proficiency

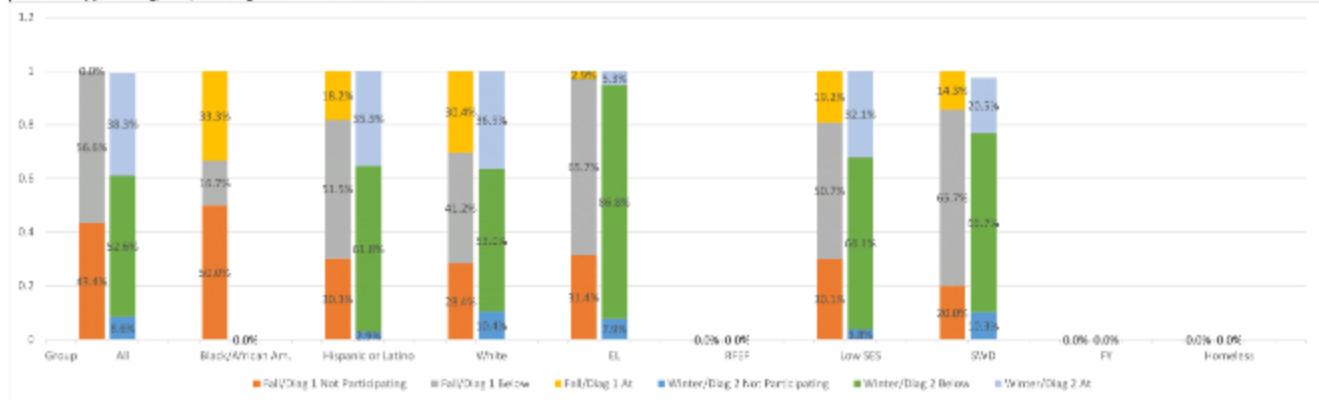
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	174	49	64	0	15	92	67			
Black/African Am.	7	3	1	2	2	2	3			
Hispanic or Latino	34	10	17	5	1	21	12			
White	115	29	42	31	12	61	42			
EL	38	11	23	1	3	33	2			
RFP	1	0	0	0	0	0	0			
Low SES	78	22	37	14	3	50	25			
SWD	39	7	23	5	4	26	8			
FY	2	1	0	0	0	1	1			
Homeless	5	0	3	0	0	3	1			

Albert Schweitzer Elementary - 2022-2023 Grades TK-2 i-Ready™ Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	175	43.4%	56.6%	0.0%	8.6%	52.6%	38.3%			
Black/African Am.	7	50.0%	16.7%	33.3%	28.6%	28.6%	42.9%			
Hispanic or Latino	34	30.3%	51.5%	18.2%	2.9%	61.8%	35.3%			
White	115	28.4%	41.2%	30.4%	10.4%	53.0%	36.5%			
EL	38	31.4%	65.7%	2.9%	7.9%	86.8%	5.3%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	78	30.1%	50.7%	19.2%	3.8%	64.1%	32.1%			
SWD	39	20.0%	65.7%	14.3%	10.3%	66.7%	20.5%			
FY	2	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%			
Homeless	5	0.0%	100.0%	0.0%	0.0%	60.0%	20.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Albert Schweitzer Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

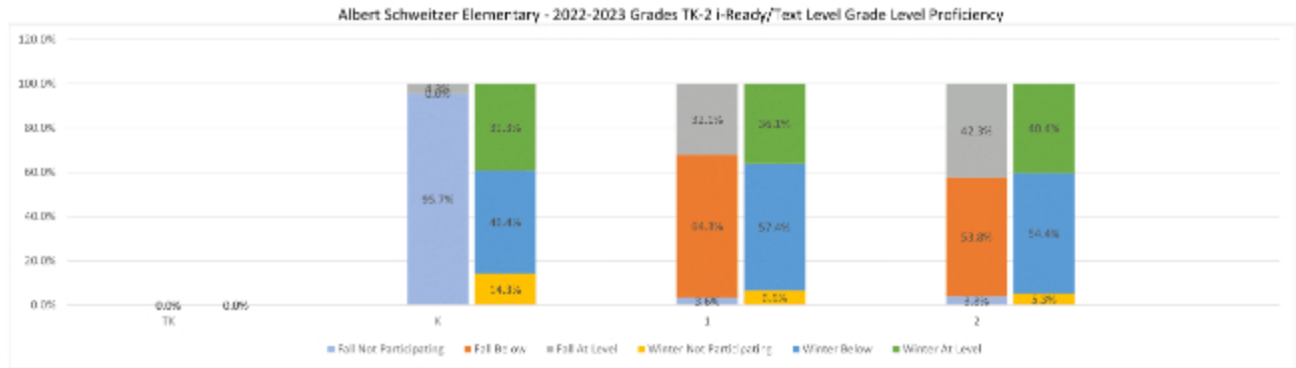
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	56	45	0	2	8	26	22			
1	61	2	36	18	4	35	22			
2	57	2	28	22	3	31	23			

Albert Schweitzer Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	56	95.7%	0.0%	4.3%	14.3%	46.4%	39.3%			
1	61	3.6%	64.3%	32.1%	6.6%	57.4%	36.1%			
2	57	3.8%	53.8%	42.3%	5.3%	54.4%	40.3%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard



Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

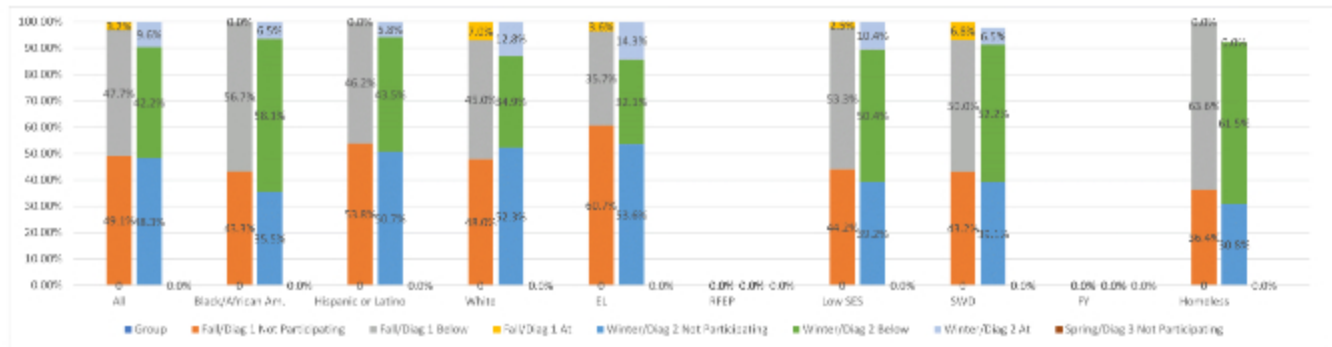
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	230	106	103	7	118	105	7			
Black/African Am.	31	13	17	0	14	17	0			
Hispanic or Latino	69	35	30	0	39	30	0			
White	109	48	45	7	55	47	7			
EL	28	17	10	1	16	11	1			
RFP	2	0	1	0	0	1	0			
Low SES	125	53	64	3	56	66	3			
SWD	46	19	22	3	19	23	3			
FY	3	1	2	0	1	2	0			
Homeless	13	4	7	0	4	8	0			

Arlington Heights Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	231	45.1%	47.7%	3.2%	51.1%	45.5%	3.0%			
Black/African Am.	31	43.3%	56.7%	0.0%	45.2%	54.8%	0.0%			
Hispanic or Latino	69	53.8%	46.2%	0.0%	56.5%	43.5%	0.0%			
White	109	48.0%	45.0%	7.0%	50.5%	43.1%	6.4%			
EL	28	60.7%	35.7%	3.6%	57.1%	39.3%	3.6%			
RFP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	125	44.2%	53.3%	2.5%	44.8%	52.8%	2.4%			
SWD	46	43.2%	50.0%	6.8%	41.3%	50.0%	6.5%			
FY	3	33.3%	66.7%	0.0%	33.3%	66.7%	0.0%			
Homeless	13	36.4%	63.6%	0.0%	30.8%	61.5%	0.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard



Arlington Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	53	40	0	0	53	0	0			
K	61	55	4	2	54	5	2			
1	54	9	43	2	9	43	2			
2	62	2	56	3	2	57	3			

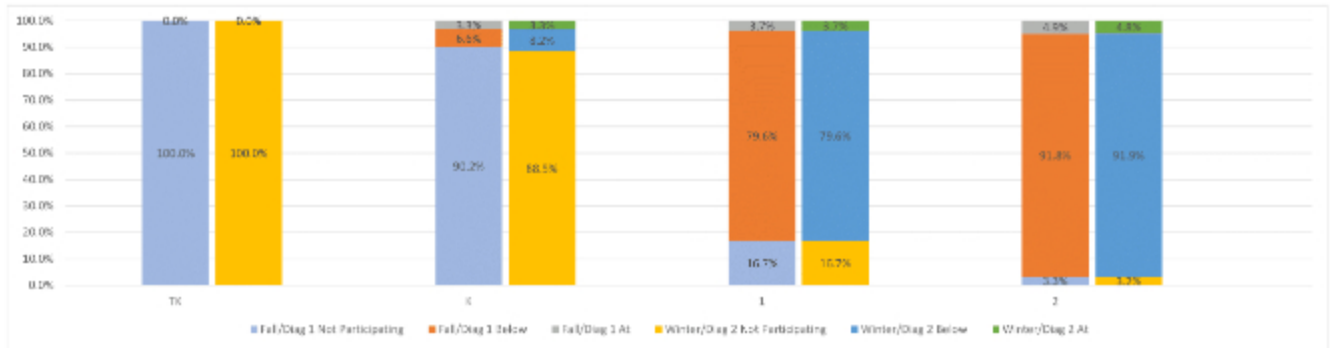
Arlington Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	53	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	61	90.2%	6.6%	3.3%	88.5%	8.2%	3.3%			
1	54	16.7%	79.6%	3.7%	16.7%	79.6%	3.7%			
2	62	3.3%	91.8%	4.9%	3.2%	91.9%	4.8%			

\*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard

Arlington Heights Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency





**Conclusions based on this data:**

1. The data indicates that English Learners and Students with Disabilities are making progress at a significantly lower rate than all other students groups. This data indicates a need for additional academic intervention in both reading and math at all grade levels, with an emphasis on our students with disabilities, low SES, and EL students.



	Parent	Student (gr. 4-12)		Staff		
		N	Pct	N	Pct	N
<b>Caring Relationships</b>						
Parent Strongly Agree/Agree						
A) School has a climate that is caring.	121	92.56%	42	73.81%	3	100.00%
B) There are students and staff on campus who listen to students when they have something to say.	122	90.16%	43	55.81%	3	100.00%
C) There is an adult from the school who checks on how students are doing.	121	80.99%	41	73.17%	3	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	122	87.70%	41	80.49%	3	66.67%
E) Staff feels supported to do their job well in meeting the needs of all students.					3	100.00%
F) Staff feels part of an effective team.					3	33.33%
Student Strongly Agree/Agree						
<b>Family and Staff Engagement</b>						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	122	91.80%			3	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	122	89.34%			3	66.67%
C) The school offers families opportunities to be involved in school and classroom activities.	120	85.83%			3	100.00%
D) The school keeps families well-informed about school activities.	122	91.80%			3	100.00%
E) The staff at our school listens to family concerns about issues.	121	90.91%			3	66.67%
F) The staff at school are helpful and welcoming when families come to school or call.	120	95.83%			3	66.67%
G) The school and families are partners in promoting positive behavior for my student.	121	90.91%			3	33.33%
H) Families who speak a language other than English receive general information about our school in their home language.	120	95.83%			3	66.67%
I) Staff receive information about upcoming events and important information about the school.					3	100.00%
Parent Strongly Agree/Agree						
<b>School Decision Making</b>						
A) School seeks input when making important decisions.	119	78.99%	44	56.82%	3	100.00%
B) Important school decisions reflect diverse input.	114	69.30%	41	29.27%	3	66.67%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	118	92.37%				
D) The principal and staff listen to concerns of other staff members about issues.					3	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					3	66.67%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					3	100.00%
G) Our school uses data from this survey to inform site decision making.					3	100.00%
H) Staff voice matters in decision making.					3	66.67%
Student Strongly Agree/Agree						
<b>Safety</b>						
A) Concerns about student safety are taken seriously.	121	87.60%	41	70.73%	3	66.67%
B) Concerns about student safety are addressed in a timely manner at my school.	121	86.78%	40	77.50%	3	66.67%
C) My school is a safe place for all students.	121	83.47%	41	73.17%	3	66.67%
D) My school is a safe place for all staff.					3	66.67%
E) Students know what staff member to go to if they have a safety concern.	120	90.00%	41	78.05%	3	100.00%
F) Students know school safety protocols.	121	87.60%	40	92.50%	3	66.67%
G) I feel safe sharing different viewpoints and perspectives at my school.	121	79.34%	40	65.00%	3	33.33%
Parent Strongly Agree/Agree						
<b>Sense of Belonging</b>						
A) School staff respects student diversity.	119	85.71%	43	74.42%	3	66.67%
B) Adults at my school treat students respectfully.	119	90.76%	41	73.17%	3	66.67%
C) Students are respectful to each other at school.	120	75.00%	42	30.95%	3	0.00%
D) Students have opportunities to socialize with other students often at school.	121	90.91%	40	77.50%	3	66.67%
E) Students have an adult on campus they trust.	122	91.80%	42	80.95%	3	100.00%
F) Students trust other students at school.	122	78.69%	42	83.33%	3	33.33%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	118	77.12%	41	75.61%	3	66.67%
H) School staff reflects student diversity.	119	74.79%	41	70.73%	3	66.67%
Student Strongly Agree/Agree						
<b>Academic Progress</b>						
A) Families and students understand how assignments and tests are graded.	122	86.07%	42	71.43%	3	66.67%
B) Questions and concerns about schoolwork are addressed.	122	91.80%	42	76.19%	3	66.67%
C) Student grades reflect their knowledge of the material.	121	91.74%	41	75.61%	3	66.67%
D) Adults at my school believe all students can be successful.	120	95.00%	41	90.24%	3	66.67%
E) Students feel comfortable and unjudged to ask their teacher for help.	120	85.00%	40	80.00%	3	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	122	93.44%	41	80.49%	3	66.67%
G) Teachers at my school go out of their way to help all students.	121	87.60%	41	73.17%	3	33.33%
H) Students receive timely and regular feedback on their learning.	119	83.19%	40	67.50%	3	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	117	81.20%			3	100.00%
Parent Strongly Agree/Agree						
<b>High Expectations</b>						
A) Students are challenged academically at school.	117	70.09%	42	61.90%	3	33.33%
B) School recognizes and celebrates the academic success of all students.	119	78.15%	41	65.85%	3	0.00%
C) Adults on campus motivate students to do their best.	119	85.71%	43	88.37%	3	33.33%
D) School provides additional academic support when students are struggling.	117	81.20%	41	78.05%	3	33.33%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>						
A) Students are interested in what they are learning.	119	83.19%	41	80.49%	3	100.00%
B) Students have access to classes and activities that meet their interests and talents.	118	78.81%	42	47.62%	3	100.00%
C) Students understand how to complete their schoolwork.	118	82.20%	42	83.33%	3	100.00%
D) Students complete assignments on time.	117	83.76%	42	59.52%	3	66.67%
E) Students are motivated to do their schoolwork.	115	78.26%	41	65.85%	3	100.00%

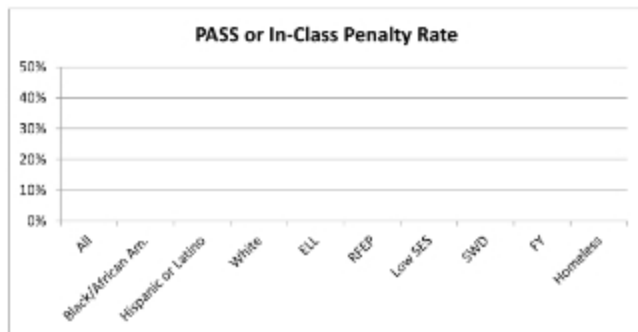
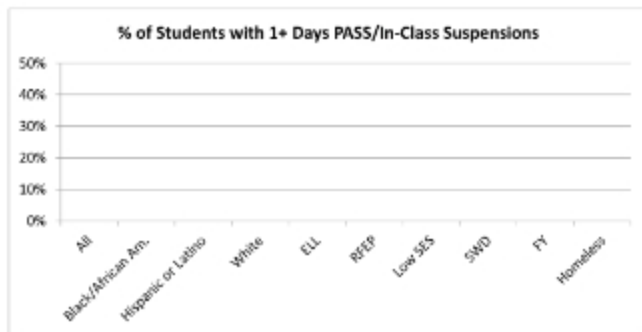
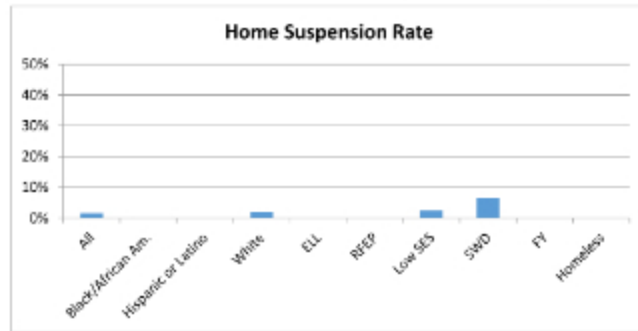
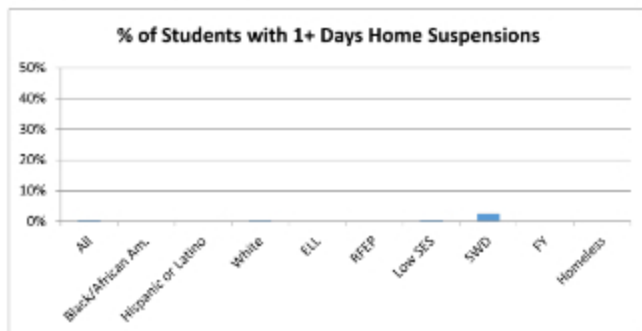
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>College and Career Readiness</b>						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	103	39.81%	39	28.21%	3	0.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	104	43.27%	41	29.27%	3	0.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	105	60.00%	41	70.73%	3	0.00%
D) School offers college and career programs.	102	19.61%	40	15.00%	3	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	101	25.74%	39	17.95%	3	0.00%
F) Students are prepared for the next step of their educational experience.	100	51.00%	41	73.17%	3	100.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					3	33.33%
H) There are equitable opportunities for advancement in the district.					3	33.33%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Customer Satisfaction</b>						
A) I would recommend my school to other families.	116	91.38%	43	76.74%	3	66.67%
B) San Juan Unified School District is a district that I would recommend to other families.	115	88.70%	41	85.37%	3	66.67%

**Albert Schweitzer Elementary 2022-2023 Suspension Data**

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	319	2	0.63%	6	5	1.57%	0	0.00%	0	0.00%	
Black/African Am.	16	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Hispanic or Latino	69	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
White	200	1	0.50%	5	4	2.00%	0	0.00%	0	0.00%	
ELL	77	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFP	10	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	155	1	0.65%	5	4	2.58%	0	0.00%	0	0.00%	
SWD	78	2	2.56%	6	5	6.41%	0	0.00%	0	0.00%	
FY	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Homeless	9	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Albert Schweitzer Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

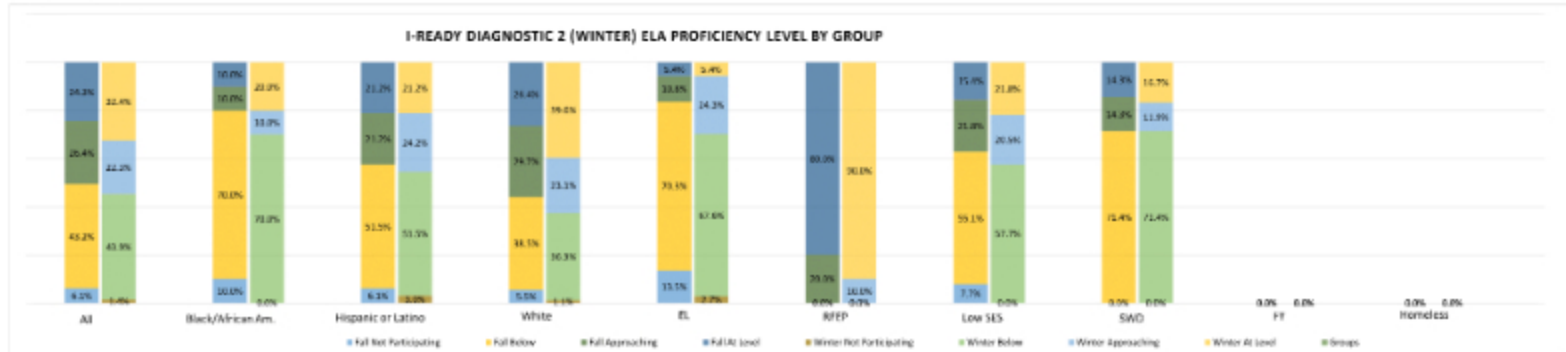
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	9	64	39	36	2	65	33	48				
Black/African Am.	10	1	7	1	1	0	7	1	2				
Hispanic or Latina	33	2	17	7	7	1	17	8	7				
White	91	5	35	27	24	1	33	21	36				
EL	37	5	26	4	2	1	25	8	2				
FFEP	10	0	0	2	8	0	0	1	9				
Low SES	78	6	43	17	12	0	45	16	17				
SWD	42	0	30	6	6	0	30	5	7				
FY	2	0	0	2	0	0	0	0	2				
Homeless	4	1	3	0	0	0	3	0	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	6.1%	43.2%	26.4%	24.2%	1.4%	43.9%	22.3%	32.4%				
Black/African Am.	10	10.0%	70.0%	10.0%	10.0%	0.0%	70.0%	10.0%	20.0%				
Hispanic or Latina	33	6.1%	51.5%	21.2%	21.2%	3.0%	51.5%	24.2%	21.2%				
White	91	5.5%	38.5%	29.7%	26.4%	1.1%	36.3%	23.1%	39.6%				
EL	37	13.5%	70.3%	10.8%	5.4%	2.7%	67.6%	14.5%	5.4%				
FFEP	10	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%	10.0%	90.0%				
Low SES	78	7.7%	55.1%	21.8%	15.4%	0.0%	57.7%	20.5%	21.8%				
SWD	42	0.0%	71.4%	14.3%	14.3%	0.0%	71.4%	11.9%	16.7%				
FY	2	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%				
Homeless	4	25.0%	75.0%	0.0%	0.0%	0.0%	75.0%	0.0%	25.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Albert Schweitzer Elementary - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	49	5	22	11	11	1	20	10	18				
4	57	2	25	17	13	1	25	16	15				
5	42	2	17	11	12	0	20	7	15				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

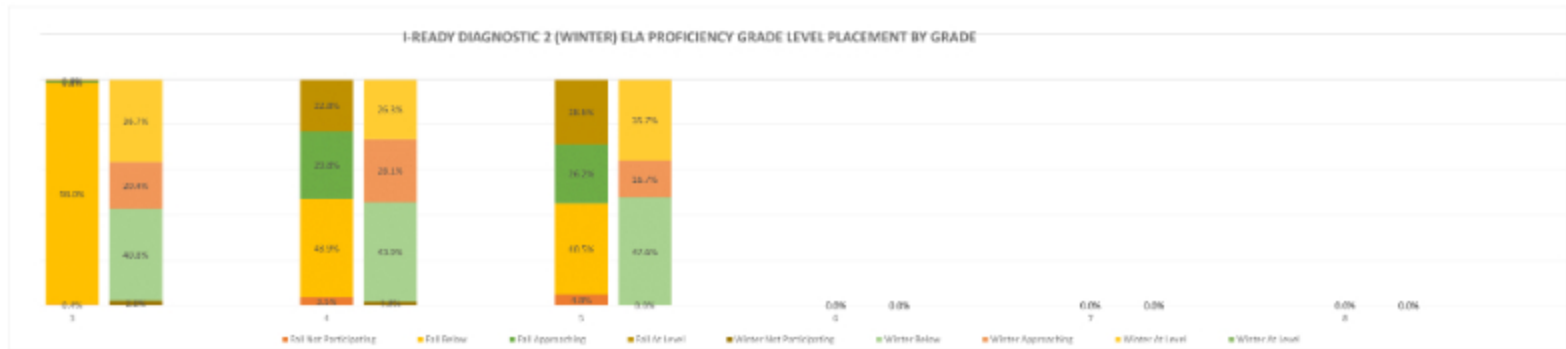
  

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	49	10.2%	44.9%	22.4%	22.4%	2.0%	40.8%	20.4%	36.7%				
4	57	3.5%	43.9%	30.8%	22.8%	1.8%	43.9%	28.1%	26.3%				
5	42	4.8%	40.5%	26.2%	28.6%	0.0%	47.6%	16.7%	35.7%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



Albert Schweitzer Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

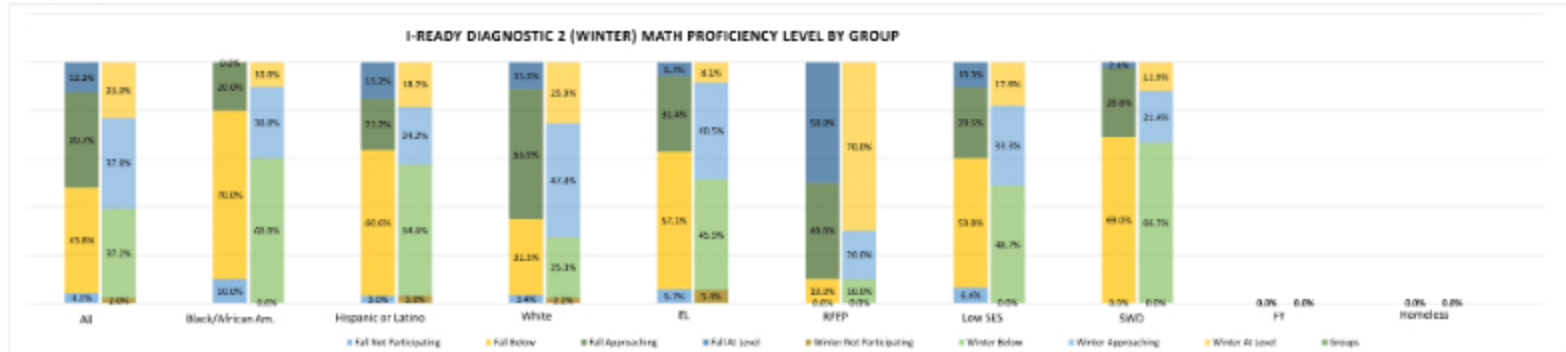
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	6	64	58	18	3	55	56	34				
Black/African Am.	10	1	7	2	0	0	6	3	1				
Hispanic or Latina	33	1	20	7	5	1	18	8	6				
White	91	3	28	48	20	2	23	63	23				
EL	37	2	20	11	2	2	17	15	3				
FFEP	10	0	1	4	5	0	1	2	7				
Low SES	78	5	42	23	8	0	38	26	14				
SWD	42	0	29	12	1	0	28	8	5				
FY	2	0	0	2	0	0	0	2	0				
Homeless	4	1	1	2	0	0	1	3	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	148	4.1%	43.9%	39.7%	12.7%	2.0%	37.2%	37.8%	23.0%				
Black/African Am.	10	10.0%	70.0%	20.0%	0.0%	0.0%	60.0%	30.0%	10.0%				
Hispanic or Latina	33	3.0%	60.6%	23.2%	15.2%	3.0%	54.5%	24.2%	18.2%				
White	91	3.4%	31.5%	58.9%	11.7%	2.2%	25.4%	47.8%	25.8%				
EL	37	5.7%	57.1%	31.4%	5.7%	5.4%	45.9%	40.5%	8.1%				
FFEP	10	0.0%	10.0%	40.0%	50.0%	0.0%	10.0%	20.0%	70.0%				
Low SES	78	6.4%	53.8%	29.5%	10.3%	0.0%	48.7%	33.3%	17.0%				
SWD	42	0.0%	69.0%	28.6%	2.0%	0.0%	66.7%	21.4%	11.0%				
FY	2	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Homeless	4	25.0%	25.0%	50.0%	0.0%	0.0%	25.0%	75.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Albert Schweitzer Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	49	4	15	25	4	1	12	20	35				
4	57	1	31	20	5	1	24	25	7				
5	42	1	18	13	9	1	39	11	11				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

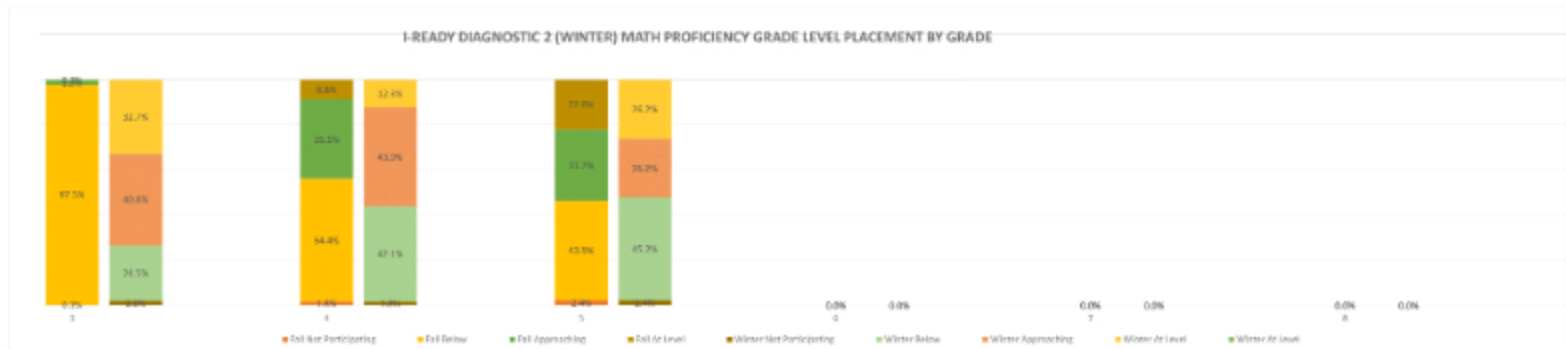
  

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	49	8.3%	31.3%	52.1%	8.3%	2.0%	24.5%	40.8%	32.7%				
4	57	1.8%	54.4%	35.1%	8.8%	1.8%	42.1%	43.9%	12.3%				
5	42	2.4%	43.0%	31.7%	22.8%	2.4%	45.2%	26.2%	26.2%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard





**Conclusions based on this data:**

1. The data indicates that English Learners and Students with Disabilities are making progress at a significantly lower rate than all other students groups. This data indicates a need for additional academic intervention in both reading and math at all grade levels, with an emphasis on our students with disabilities, low SES, and EL students.

# 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 access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2022-23

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 2022-2023 SPSA were implemented 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 student, family, and staff perceptions of the school as a place of caring and connection.

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

Increased opportunities for family and community engagement were well received, but new events/opportunities were not well attended.

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

We increased the modes of communication to include text messaging, in order to reach more families when advertising family and community engagement events.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
School Climate Survey - percent of strongly agree/agree on "Sense of Belonging" questions.	83.1% parents who responded strongly agree/agree 70.8% students who responded strongly agree/agree	We expect a 5% increase in the percentage of parents and students who strongly agree/agree. We expect a statistically significant number of staff to participate in the survey.
Number of school sponsored school and community events.	10 family & community events took place during the 22-23 school year.	We expect to increase the total number of family & community events by at least 10%.
Number of school sponsored parent engagement opportunities and number of parents in attendance.	20 parent engagement opportunities were offered during the 22-23 school year. Attendance ranged from 1-18 participants.	We expect to increase the total number of parents participating in engagement opportunities by at least 10%.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase materials to support school sponsored	All Students X English Learners X Low-Income Students Foster Youth	Principal Staff FACE Department	Title I Part A Parent Involvement	1263 200	School year 2023-24

	<p>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, various family engagement evening events, etc.</p>	<p>X Other Students with Disabilities</p>		<p>4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>		
1.2	<p>ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth Other</p>	<p>Principal ELAC Coordinator</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	300	<p>School year 2023-24</p>

1.3	Fund family and community events and assemblies including but not limited to: Sierra Nevada Journeys, family math night, family STEAM night, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff Community Partners	Title I Part A Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures	1000	School year 2023-24
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# 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: 2022-23

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).

N/A

## 2022-23

## 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 2022-23	Expected Outcome 2023-24
Attendance	Attendance rate - 92%	Anticipate 5% increase in regular daily attendance
Chronic Absenteeism	Chronically absent students - 29%	Anticipate 10% decrease in the percentage of students who are chronically absent
School Safety Survey - "Caring Relationships" Questions	70.8% of participating students rated caring relationships as agree/strongly agree	Anticipate 10% growth in this area
School Safety Survey - "Safety" Questions	76.15% of participating students rated safety as agree/strongly agree	Anticipate 10% 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: certificates, prizes, treats, lunch celebrations, etc. for	All Students English Learners X Low-Income Students Foster Youth X Other Students with Disabilities & Two or more races	School Culture Team Attendance Team Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School year 2023-24

	recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.					
2.2	Purchase school signage to support house system and 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	School Culture Team Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7000	School year 2023-24
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 X Other Students with Disabilities	Leadership Team Counselor Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School year 2023-24



	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 Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3412	School year 2023-24
2.5	Purchase school license for SEL	All Students English Learners X Low-Income Students X Foster Youth	Principal School Culture Team Counselor	LCFF Supplemental Site Allocation	5500	School year 2023-24

	curriculum online platform.	X Other Students with Disabilities		5800: Professional/Consulting Services And Operating Expenditures		
2.6	Provide SEL mentoring and support to students through a contract with Team STORM.	All Students English Learners X Low-Income Students Foster Youth X Other Two or More Races	Principal Equity Department	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5000	School year 2023-24
2.7		All Students English Learners Low-Income Students Foster Youth Other				
2.8		All Students English Learners Low-Income Students				

		Foster Youth Other				
2.9		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

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: 2022-23

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)

Over the course of the 23-24 school year, we will be developing a school-wide intervention program to support all students at their instructional level, with an emphasis on our students with disabilities, Low SES, and EL learners.

## 2022-23

### 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, special education, 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, SWD, 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 2022-23	Expected Outcome 2023-24
Text Levels, F & P Running Records-K-2	38.3% of all K-2 students met or exceeded grade level expectations. 32.1% of K-2 low SES students met or exceeded grade level expectations. 5.3% of K-2 EL students met or exceeded grade level expectations 20.5% of K-2 Students with Disabilities met or exceeded grade level expectations.	Increase to 50% of all K-2 students met or exceeded grade level expectations. Increase to 50% 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 Students with Disabilities met or exceeded grade level expectations.
iReady Math, 1st-2nd	24.6% of 1st graders at or above grade level 14% of 2nd graders at or above grade level	Increase to 50% for 1st grade at or above grade level increase to 50% for 2nd grade at or above grade level
iReady Math, 3rd-5th	34.7% of 3rd graders at or above grade level 12.5% of 4th graders at or above grade level 25% of 5th graders at or above grade level	Expect increase to 50% for 3rd grade at or above grade level Expect increase to 50% for 4th grade at or above grade level Expect increase to 50% for 5th grade at or above grade level
iReady Reading, 3rd-5th	39.2% of 3rd graders at or above grade level	Expect increase to 60% for 3rd grade at or above grade level

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	27.2% of 4th graders at or above grade level 36.6% of 5th graders at or above grade level	Expect increase to 60% for 4th grade at or above grade level Expect increase to 50% for 5th grade at or above grade level
iReady Reading, 1st-2nd	26.3% of 1st graders at or above grade level 44% of 2nd graders at or above grade level	Increase to 60% for 1st grade at or above grade level increase to 50% for 2nd grade at or above grade level
ELPI, Percent of Students Increasing at least one ELPI Level	45.7% of students increased at least one ELPI Level	Increase percent of students increasing ELPI level by 10%

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	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 not limited to: interactive	All Students X English Learners X Low-Income Students Foster Youth X Other Students with disabilities	Principal Leadership Team Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	29,913	School year 2023-24

	screens, Chromebooks, iPads, document cameras, lexia, Starfall, headphones, etc.					
3.2	Provide staffing and support, including but not limited to intervention teacher, and/or guest teachers to support programs including, academic intervention, grade level and cross grade level collaboration, articulation, data examination, and professional learning, in support of student academic growth and achievement.	All Students X English Learners X Low-Income Students Foster Youth X Other Students with disabilities	Leadership Team Grade Level Teams	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2023-24
3.3	Provide Project GLAD	All Students X English Learners	Leadership Team	LCFF Supplemen	4,000	School year 2023-24

	materials and supplies, including but not limited to, color printer cartridges, chart paper, markers, paper, etc.	Low-Income Students Foster Youth Other	Principal ELD Teacher	tal Site Allocation 4000-4999: Books And Supplies		
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 Foster Youth X Other Students with disabilities	Intervention Teachers Leadership Team ELD Teacher Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2023-24
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 1000-1999: Certificated Personnel Salaries	84,835	School year 2023-24



3.6	Provide funding for academic field trips at each grade level, including but not limited to, bishops farm, Westminster woods science camp, marshall gold state park, B street theater, Powerhouse science center, etc.	All Students X English Learners X Low-Income Students Foster Youth X Other students with disabilities	Principal Grade Level Teams	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	15,000	School year 2023-24
3.7	Fund a 1.0 FTE Instructional Assistant to support with interventions to improve academic outcomes.	All Students English Learners X Low-Income Students Foster Youth X Other students with disabilities	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	54,009	School year 2023-24
3.8	Provide funding for certificated staff to provide before and after school tutoring in support of academic intervention	All Students X English Learners X Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2023-24

	and achievement.					
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		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: 2022-23

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)

We reinstated our K-Kids student leadership program and partnership with Carmichael Kiwanis.

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

We developed a Schweitzer specific student survey to monitor students' perceptions of Schweitzer culture and climate.

## 2022-23

## 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 decision-makers for the site.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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	20 students participated in the student leadership program	We expect to offer at least 5 authentic opportunities for 3-5 students to develop their leadership including K-Kids, Houses, Community Service.

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	3000	School Year 2023-24

recognitions,  
school sing,  
choir, student  
leadership, etc.

## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Services

<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #2:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #4:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# 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	\$250,932.00

## 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)	\$3,412.00
LCFF Supplemental English Learner Central	\$84,835.00
LCFF Supplemental Site Allocation	\$31,500.00
Title I Part A Parent Involvement	\$2,263.00
Title I Part A Site Allocation	\$128,922.00

Subtotal of state or local funds included for this school: \$250,932.00

Total of federal, state, and/or local funds for this school: \$250,932.00

# 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
Title I Part A Site Allocation	128,922.00	0.00
Title I Part A Parent Involvement	2,263	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
Title I Part A Parent Involvement	2,263.00
Title I Part A Site Allocation	128,922.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,835.00
2000-2999: Classified Personnel Salaries	57,421.00
4000-4999: Books And Supplies	62,176.00
5800: Professional/Consulting Services And Operating Expenditures	26,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00



1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	84,835.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	21,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,263.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	54,009.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	39,913.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	15,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,763.00
Goal 2	27,412.00
Goal 3	217,757.00
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
Lisa Rosas	Classroom Teacher
Brent Fanchar	Classroom Teacher
Montey Snyder	Other School Staff
Haynalka Caton	Parent or Community Member
Ashley Langley	Parent or Community Member
Kelly Martinez	Parent or Community Member
Ryan Rake	Parent or Community Member
Heather Yamashiro	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 5/9/23.

Attested:

	Principal, Teresa Rowan on 5/11/23
	SSC Chairperson, Heather Yamashiro on 5/11/23

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

## Albert Schweitzer Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Recreational Aide allocation	2000-2999: Classified Personnel Salaries	\$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	1000-1999: Certificated Personnel Salaries	\$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
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## 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	\$300.00	Connected School Communities
Provide Project GLAD materials and supplies, including but not limited to, color printer cartridges, chart paper, markers, paper, etc.	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs
Purchase school license for SEL curriculum online platform.	5800: Professional/Consulting Services And Operating Expenditures	\$5,500.00	Healthy Environments for Social-Emotional Growth
Provide SEL mentoring and support to students through a contract with Team STORM.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$200.00	Connected School Communities
Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth
Purchase school signage to support house system and display school safety expectations and promote positive behavior and school-wide expectations for students, staff, and families.	4000-4999: Books And Supplies	\$7,000.00	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

## 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, school sing, choir, student leadership, etc.	4000-4999: Books And Supplies	\$3,000.00	Clear Pathways to Bright Futures
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LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$2,263.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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, various family engagement evening events, etc.	4000-4999: Books And Supplies	\$1,263.00	Connected School Communities	
Fund family and community events and assemblies including but not limited to: Sierra Nevada Journeys, family math night, family STEAM night, etc.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$2,263.00

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

### Funding Source: Title I Part A Site Allocation \$128,922.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Albert Schweitzer Elementary School

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	\$10,000.00	Engaging Academic Programs
Provide funding for academic field trips at each grade level, including but not limited to, bishops farm, Westminster woods science camp, Marshall Gold State Park, B Street Theater, Powerhouse Science Center, etc.	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Engaging Academic Programs
Fund a 1.0 FTE Instructional Assistant to support with interventions to improve academic outcomes.	2000-2999: Classified Personnel Salaries	\$54,009.00	Engaging Academic Programs
Provide funding for certificated staff to provide before and after school tutoring in support of academic intervention and achievement.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
Provide updated technology, technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to: interactive screens, Chromebooks, iPads, document cameras, Lexia, Starfall, headphones, etc.	4000-4999: Books And Supplies	\$29,913.00	Engaging Academic Programs
Provide staffing and support, including but not limited to intervention teacher, and/or guest teachers to support programs including, academic intervention, grade level and cross grade level collaboration, articulation, data examination, and professional learning, in support of student academic growth and achievement.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$128,922.00

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

Albert Schweitzer Elementary School Total Expenditures: \$250,932.00