

School Year: **2024-25**



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	04/23/24	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state

resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.55%	0.35%	1.25%	5	1	4
African American	4.66%	2.44%	3.13%	15	7	10
Asian	4.66%	5.92%	5.64%	15	17	18
Filipino	0.31%	0.35%	0.31%	1	1	1
Hispanic/Latino	19.25%	22.3%	17.87%	62	64	57
Pacific Islander	0.31%	0.7%	1.25%	1	2	4
White	59.94%	58.89%	61.13%	193	169	195
Multiple/No Response	9.32%	9.06%	9.40%	30	26	30
Total Enrollment				322	287	319

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	57	42	39
Grade 1	52	55	55
Grade 2	46	49	59
Grade3	53	46	53
Grade 4	45	55	50
Grade 5	69	40	54
Total Enrollment	322	287	319

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	67	68	73	14.90%	20.8%	22.9%
Fluent English Proficient (FEP)	15	14	12	1.70%	4.7%	3.8%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	56.1	23.7	0.7
Total Number of Students enrolled in Albert Schweitzer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	23.7
Foster Youth	2	0.7
Homeless	8	2.8
Socioeconomically Disadvantaged	161	56.1
Students with Disabilities	64	22.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.4
American Indian	1	0.3
Asian	17	5.9
Filipino	1	0.3
Hispanic	64	22.3
Two or More Races	26	9.1
Pacific Islander	2	0.7
White	169	58.9

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

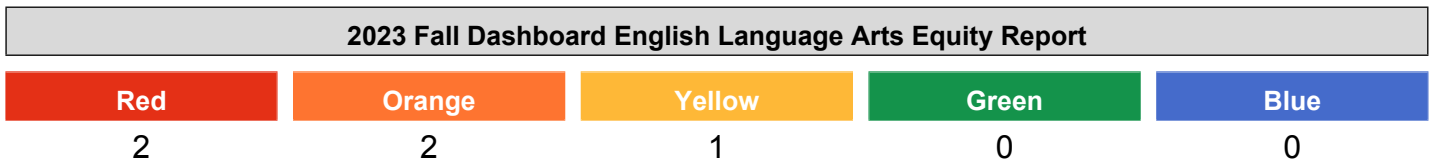
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>49.9 points below standard</p> <p>Decreased -8.3 points</p> <p>132 Students</p>	<p>English Learners</p> <p>Orange</p> <p>60.3 points below standard</p> <p>Decreased -3.4 points</p> <p>36 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>65.3 points below standard</p> <p>Maintained -0.7 points</p> <p>88 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>127.2 points below standard</p> <p>Decreased Significantly -19.4 points</p> <p>41 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 89.3 points below standard Decreased Significantly - 38.8 points 30 Students	30.8 points below standard Decreased -5.8 points 13 Students	Less than 11 Students 1 Student	 Yellow 28.7 points below standard Increased +7.5 points 75 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.8 points below standard Decreased Significantly -27 points 24 Students	78.8 points above standard 12 Students	48.1 points below standard Decreased -10.1 points 93 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our English learners, socioeconomically disadvantaged, and students with disabilities are scoring at a lower rate than other sub-groups. In particular, our students with disabilities are scoring significantly lower than all other sub groups. Looking at our sub groups by race/ethnicity, we noticed that our Hispanic/Latino students are scoring lower than any other race/ethnicity. It is possible, that our English learners are also Hispanic/Latino which could explain why this race/ethnicity is disproportionate to other race/ethnicities.

Looking specifically at our reclassified English learners, this group of students score 78.8 points above standard which is higher than both current English learners as well as English only students.

We utilized WIN time and IAs.

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.

School and Student Performance Data

Academic Performance Mathematics

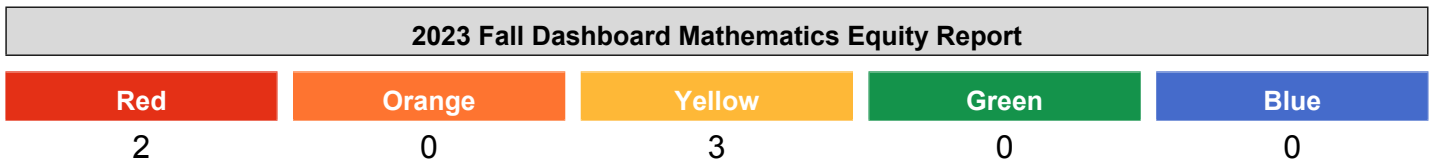
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>57.7 points below standard</p> <p>Increased +3.2 points</p> <p>132 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>75.7 points below standard</p> <p>Increased Significantly +22.6 points</p> <p>38 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>72.3 points below standard</p> <p>Increased Significantly +16.2 points</p> <p>88 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>132.9 points below standard</p> <p>Decreased -8 points</p> <p>41 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 97.4 points below standard Decreased Significantly - 30.8 points 30 Students	61.3 points below standard Decreased Significantly - 45.3 points 13 Students	Less than 11 Students 1 Student	 Yellow 32 points below standard Increased Significantly +27 points 75 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.5 points below standard Increased Significantly +21.6 points 26 Students	23.7 points above standard 12 Students	57.9 points below standard Maintained -0.1 points 93 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with disabilities scored lower than any other sub group and decreased from 2022-2023. This subgroup is red on the data dashboard as well as our Hispanic/Latino Race/ethnicity.

We utilized IAs to assist in classrooms.

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.

School and Student Performance Data

Academic Performance English Learner Progress

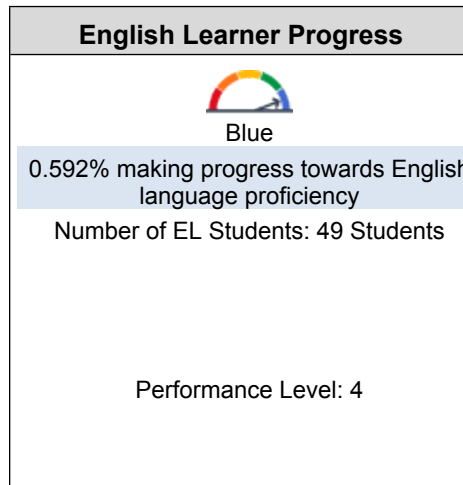
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	19	0	29

Lowest Performing Group:

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

Looking at our data, our English learners progressed at least one ELPI level and 10 maintained at least Level 1, 2L, 2H, 3L, or 3H. We only had one student that decreased so for the purposes of need, we will focus on the 18 students that have maintained.

Our ELD instruction has focused on phonics and ELA versus explicit language instruction.

Continue staff development around Guided Language Acquisition Design and high leverage literacy strategies that can be used in Designated English Language Development as well as Integrated Designated English Language Development.

School and Student Performance Data

Academic Performance College/Career Report

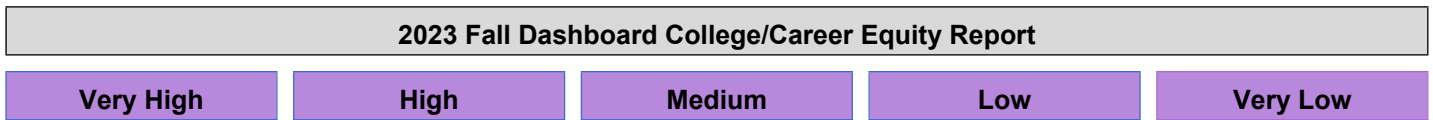
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

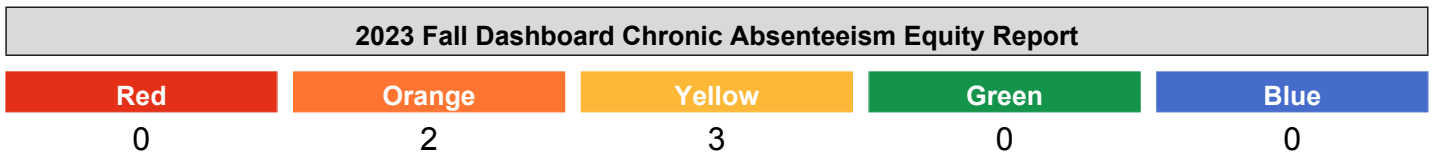
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.2% Chronically Absent</p> <p>Declined Significantly -18.5</p> <p>331 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>16.1% Chronically Absent</p> <p>Declined -27.9</p> <p>93 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>46.7% Chronically Absent</p> <p>Declined -26.7</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>29% Chronically Absent</p> <p>Declined Significantly -23.6</p> <p>217 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>30.1% Chronically Absent</p> <p>Declined -9.2</p> <p>83 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	15% Chronically Absent Declined -8.5 20 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.1% Chronically Absent Declined -23 71 Students	19.2% Chronically Absent Declined -18.3 26 Students	Less than 11 Students 4 Students	 Yellow 24.1% Chronically Absent Declined Significantly -16.7 199 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with Disabilities are more chronically absent than any other subgroup. In addition to this subgroup being more chronically absent than any other, there was an improvement of 9.2 points. Looking specifically at Race/Ethnicity, our Hispanic students are more chronically absent than any other Race/Ethnic group. With that said, they did make an improvement of 23 points from 2022. Our attendance rate has improved over the past two school years.

We identified that a lack of engagement as the root cause for why students were not attending school on a more regular basis. We felt 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, would 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.

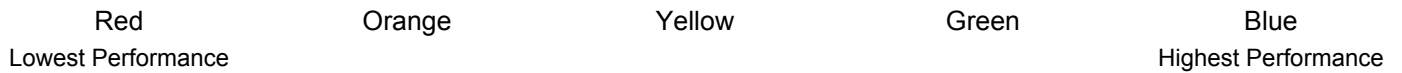
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

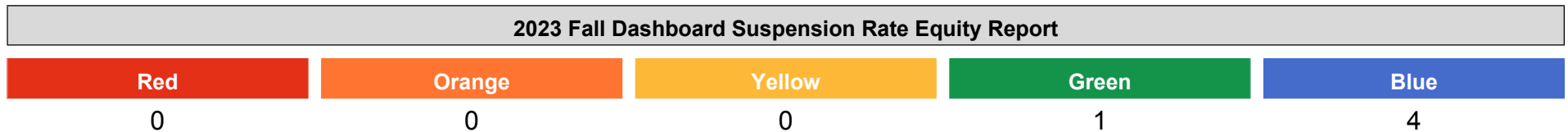
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Blue

0.3% suspended at least one day

Declined Significantly -1.4
348 Students

English Learners


 Blue

0% suspended at least one day

Declined -1.2
95 Students

Foster Youth


Less than 11 Students
4 Students

Homeless

0% suspended at least one day

Maintained 0
16 Students


Socioeconomically Disadvantaged


 Blue

0.4% suspended at least one day

Declined Significantly -2.6
226 Students



Students with Disabilities


 Green

1.2% suspended at least one day

Declined -1.2
86 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 3 Students	0% suspended at least one day Maintained 0 20 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined -1.4 72 Students	0% suspended at least one day Declined -2.9 27 Students	Less than 11 Students 4 Students	 Blue 0.5% suspended at least one day Declined Significantly -1.4 210 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our suspension rate improved greatly with all subgroups. With that said, there is still a discrepancy with our students with disabilities. This subgroup continues to be suspended more than any other subgroup.

All students groups, with an emphasis on students with disabilities struggle to identify and respond to intense emotions, and lack the ability to ask for help appropriately. We identified lack of SEL skills and strategies as a root cause.

Develop a school-wide House System that emphasizes SEL lessons and strategies to address the social emotional and self regulation need. These lessons and strategies will primarily be for students with disabilities yet also taught to all 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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

CAASPP - once a year
iReady - each trimester
Local Assessments - every six to eight weeks
ELPAC - once a year

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

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

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

We want to continue to implement out WIN time as well as GLAD and integrated ELD high leverage literacy practices.

2023-24

Identified Need

Our English learners, socioeconomically disadvantaged, and students with disabilities are scoring at a lower rate than other subgroups. A system for school-wide "What I need" (WIN) intervention to address the specific needs of these subgroups is needed. 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
ELA State Assessment: Change in scale score	<p>All Students 49.9 points below standard</p> <p>English Learners 60.3 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 65.3 points below standard</p> <p>Students with Disabilities 127.2 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 89.3 points below standard</p> <p>Two or More Races 30.8 points below standard</p> <p>Pacific Islander</p>	+ 3 scale points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	28.7 points below standard	
Math State Assessment: Change in scale score	All Students	57.7 points below standard	+3 scale score points
	English Learners	75.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	72.3 points below standard	
	Students with Disabilities	132.9 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	97.4 points below standard	
	Two or More Races	61.3 points below standard	
Pacific Islander			
White	32 points below standard		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.592%		+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.29%		+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	40,000	August 2024 - June 2025
1.2	Provide staffing and support, including but not limited to intervention, and/or guest teachers to support programs including,	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities and Hispanic/Latino	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	August 2024 - June 2025

	<p>academic intervention, grade level and cross grade level collaboration, articulation, data examination, and professional learning, in support of student academic growth and achievement.</p>				
1.3	<p>Provide training and support materials for Project GLAD including but not limited to color printer cartridges, chart paper, markers, paper, etc.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	6,020	August 2024 - June 2025
1.4	<p>Provide resources, including but not limited to: curriculum, materials, books, and manipulatives to support classroom and site based</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	21112	August 2024 - June 2025

	intervention and enrichment.				
1.5	Provide training and supplies for designated English Language Development.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,500	August 2024 - June 2025
1.6	Provide funding for academic field trips at each grade level to enhance and supplement academic standards than can only be met through real-life experiences.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	August 2024 - June 2025
1.7	Fund a 0.75 FTE Instructional Assistant to support with interventions to improve academic outcomes. PC 38910	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities and Hispanic/Latino	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	23165 10586	August 2024 - June 2025

			3000-3999: Employee Benefits		
1.8	Provide funding for certificated staff to provide before and after school tutoring in support of academic intervention and achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	August 2024 - June 2025
1.9	Fund 0.1FTE Intervention Teacher to provide academic intervention for ELA and Math PC 36591	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		August 2024 - June 2025

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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.
Monthly and once a year.
School Culture Survey results
Once a year

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

Attendance award ceremonies are making a difference.
We reinstated our K-Kids student leadership program and partnership with Carmichael Kiwanis which is making a difference.

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

Continue action - no modifications recommended

2023-24

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. 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
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students 24.2% Chronically Absent	- 0.5%
	English Learners 16.1% Chronically Absent	
	Foster Youth	
	Homeless 46.7% Chronically Absent	
	Socioeconomically Disadvantaged 29% Chronically Absent	
	Students with Disabilities 30.1% Chronically Absent	
	African American	
	American Indian	
	Asian 15% Chronically Absent	
	Filipino Hispanic 21.1% Chronically Absent	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Two or More Races 19.2% Chronically Absent Pacific Islander White 24.1% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.78%	-2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students N/A English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged N/A Students with Disabilities N/A African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic N/A Two or More Races N/A Pacific Islander N/A White N/A	N/A

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	August 2024 - June 2025
2.2	Purchase school signage to support house system and display school safety expectations and promote	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	3,000 4,000	August 2024 - June 2025

	positive behavior and school-wide expectations for students, staff, and families.		Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.3	Fund family and community events and assemblies including but not limited to: Sierra Nevada Journeys, family math night, family STEAM night, etc.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	2,244	August 2024 - June 2025
2.4		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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 2023-2024 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.

2023-24

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
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.3% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	0% suspended at least one day
	Socioeconomically Disadvantaged	0.4% suspended at least one day
	Students with Disabilities	1.2% suspended at least one day
	African American	
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	0% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	
White	0.5% suspended at least one day	
		- 0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.0%	Maintain
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	70.3%	+ 2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	76.2%	+ 2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	August 2024 - June 2025

3.2	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 Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,237	August 2024 - June 2025
3.3	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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	August 2024 - June 2025

	(executive functioning)				
3.4	Provide additional rec aide time to support with safety	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	August 2024 - June 2025
3.5	Purchase school license for Social Emotional Learning - online platform.	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,500	August 2024 - June 2025
3.6	Provide SEL mentoring and support to students through community partners.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And	2000	August 2024 - June 2025

			Operating Expenditures		
3.7	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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	August 2024 - June 2025

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide primary language support to Emerging Bilinguals in core content classes other than ELD. Ukrainian PC35071	08/2024 - 06/2025	Bilingual Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide explicit English language instruction to emerging bilinguals. PCs 34785 & 36125	08/2024 - 06/2025	English Language Development Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		Position	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional support for social emotional and behavior support on campus. PC 39014	08/2024 - 06/2025	Campus Monitor	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide leadership in forming school discipline policies, mental health intervention, crisis management, and support services. PC 38302	08/2024 - 06/2025	School Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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	\$151,844.00
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	\$187,297.00

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 Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$31,520.00
Title I Part A Parent Involvement	\$2,244.00
Title I Part A Site Allocation	\$149,600.00

Subtotal of state or local funds included for this school: \$187,297.00

Total of federal, state, and/or local funds for this school: \$187,297.00

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	31520	0.00
Title I Part A Site Allocation	149,600	0.00
Title I Part A Parent Involvement	2,244	0.00
LCFF Rec Aide Allocation	3,933	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	31,520.00
Title I Part A Parent Involvement	2,244.00
Title I Part A Site Allocation	149,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	27,098.00
3000-3999: Employee Benefits	10,586.00
4000-4999: Books And Supplies	98,113.00
5000-5999: Services And Other Operating Expenditures	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	20,020.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	7,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,244.00
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	23,165.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	10,586.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	75,849.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,383.00
Goal 2	14,244.00
Goal 3	24,670.00

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
Roxanne Mitchell	Principal
Jackie Loewe	Classroom Teacher
Amy Riede	Classroom Teacher
	Classroom Teacher
Montey Snyder	Other School Staff
Haynalka Cator	Parent or Community Member
Ryan Rake	Parent or Community Member
Jodee Lower	Parent or Community Member
Valentina Maksimiuk	Parent or Community Member
	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

on file

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 04/23/24.

Attested:

on file

Principal, Roxanne Mitchell on 04/23/24

on file

SSC Chairperson, Jackie Loewe on 04/23/24

Budget By Expenditures

Albert Schweitzer Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional rec aide time to support with safety	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$31,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase school license for Social Emotional Learning - online platform.	5800: Professional/Consulting Services And Operating Expenditures	\$5,500.00	Engaging Academic Programs	
Provide SEL mentoring and support to students through community partners.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Engaging Academic Programs	
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	Engaging Academic Programs	

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
	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Healthy Environments for Social-Emotional Growth
ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs
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 (executive functioning)	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs
Provide training and support materials for Project GLAD including but not limited to color printer cartridges, chart paper, markers, paper, etc.	4000-4999: Books And Supplies	\$6,020.00	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

Albert Schweitzer Elementary School

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	\$3,000.00	Healthy Environments for Social-Emotional Growth
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LCFF Supplemental Site Allocation Total Expenditures: \$34,520.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$2,244.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund family and community events and assemblies including but not limited to: Sierra Nevada Journeys, family math night, family STEAM night, etc.	4000-4999: Books And Supplies	\$2,244.00	Healthy Environments for Social-Emotional Growth	

Title I Part A Parent Involvement Total Expenditures: \$2,244.00

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

Funding Source: Title I Part A Site Allocation **\$149,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Albert Schweitzer Elementary School

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	\$40,000.00	Connected School Communities
Provide staffing and support, including but not limited to intervention, 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	Connected School Communities
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	\$21,112.00	Connected School Communities
Provide training and supplies for designated English Language Development.	4000-4999: Books And Supplies	\$7,500.00	Connected School Communities
Provide funding for academic field trips at each grade level to enhance and supplement academic standards than can only be met through real-life experiences.	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Connected School Communities
Fund a 0.75 FTE Instructional Assistant to support with interventions to improve academic outcomes. PC 38910	2000-2999: Classified Personnel Salaries	\$23,165.00	Connected School Communities
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	Connected School Communities

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	3000-3999: Employee Benefits	\$10,586.00	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.	4000-4999: Books And Supplies	\$7,237.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$149,600.00

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

Albert Schweitzer Elementary School Total Expenditures: \$190,297.00