



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 19, 2025	June 24th, 2025

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)			1	0.0%		1.10%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
319	52.7%	22.9%	0.6%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	22.9%
Foster Youth	2	0.6%
Homeless	8	2.5%
Socioeconomically Disadvantaged	168	52.7%
Students with Disabilities	65	20.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	3.1%
American Indian	4	1.3%
Asian	18	5.6%
Filipino	1	0.3%
Hispanic	57	17.9%
Two or More Races	30	9.4%
Pacific Islander	4	1.3%
White	195	61.1%

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

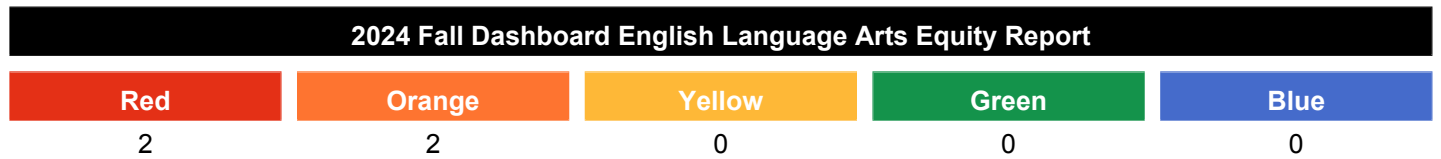
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>61.1 points below standard</div> <div>Declined 11.2 points</div> <div>137 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>94.4 points below standard</div> <div>Declined 34.2 points</div> <div>44 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>82.5 points below standard</div> <div>Declined 17.1 points</div> <div>84 Students</div>

Students with Disabilities  Orange 113.9 points below standard Increased 13.3 points 37 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 79.6 points below standard Increased 9.6 points 25 Students
Two or More Races  No Performance Color 34.0 points below standard Declined 3.2 points 14 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 57.0 points below standard Declined 28.3 points 84 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.

Student Groups Identified as Lowest Performing:

English Learners

Performance Level: Red and scored 94.4 points below standard in ELA

Declined 34.2 points- One of the largest gaps and significant decline from the prior year.

Socioeconomically Disadvantaged Students

Performance Level: Red 82.5 points below standard in ELA

Declined 17.1 points- student performance far below standard and major decline year-over-year.

Students with Disabilities

Performance Level: Orange (but very low scores compared to overall) 113.9 points below standard in ELA

Increased 13.3 points (showing some growth but still extremely low overall)- Even though the indicator is orange, the actual score is the lowest (deep gap compared to all students).

In comparison all students who were 61.1 points below standard and declined by 11.2 points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- *Teachers recognized at Schweitzer that there are variations in teaching methods and curriculum used in the individual classrooms and across grade levels that may impact student learning and growth.
- *Some staff felt that there was limited access to educational resources, such as tutoring, technology, and materials which can hinder student growth.
- * There may be some Insufficient support for English Learners and Socioeconomically Disadvantaged students, including counseling and mentoring.
- * Student engagement or motivation can negatively effect student growth this can be due to external factors such as personal circumstances or school environment.
- * There are variations in assessment methods or standards could also affect performance metrics.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Targeted Instruction:

- * Provide differentiated instruction tailored to meet the varied language proficiency levels of ELL students and low SES students.
- * Use culturally relevant materials and books that resonate with students' backgrounds to enhance engagement and understanding.

Language Support:

- * Implement language acquisition programs that focus on vocabulary development, reading comprehension, and writing skills.

Professional Development:

- * Train certificated and classified staff in effective strategies for teaching ELL and low SES students, including culturally responsive teaching practices and the use of scaffolding techniques.

Increased Resources:

- * Provide access to educational resources, such as books, technology, and tutoring programs, to support learning both in and out of the classroom.
- * Provide access and opportunity for students to participate in academics field trips to enhance and supplement academic standards that can only be met through real-life experiences.
- * Develop after-school programs or tutoring focused on ELA skills.

Assessment and Feedback:

- *Provide time for teachers to collaborate around summative and formative assessments to monitor student progress and adjust instruction accordingly.

School and Student Performance Data

Academic Performance Mathematics

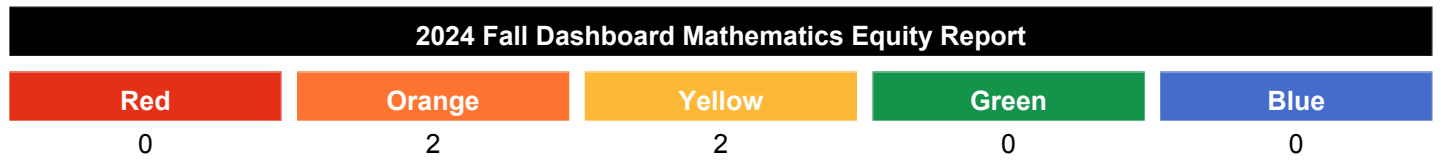
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>50.2 points below standard</div> <div>Increased 7.5 points</div> <div>140 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>67.9 points below standard</div> <div>Increased 7.8 points</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>62.0 points below standard</div> <div>Increased 10.3 points</div> <div>87 Students</div>

Students with Disabilities  Orange 122.3 points below standard Increased 10.6 points 37 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 8 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 66.0 points below standard Increased 31.3 points 25 Students
Two or More Races  No Performance Color 21.7 points above standard Increased 83.0 points 14 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 52.9 points below standard Declined 20.9 points 88 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.

Student Groups Identified as Lowest Performing:

English Learners: Yellow - 67.9 points below standard (increased 7.8 points)

Socioeconomically Disadvantaged: Yellow - 62.0 points below standard (increased 10.3 points)

Students with Disabilities: Orange - 122.3 points below standard (increased 10.6 points)

White Students: Orange - 52.9 points below standard (declined 20.9 points)

General Trend:

All groups improved slightly by 7.5 points and were still 50 points below standards, but significant gaps remain — especially for Students with Disabilities and English Learners.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential Causes:

- * more focus on language development in math instruction.
- * Creating small groups and scaffolds are important, but it's hard to fit everything in.
- * Many times intervention materials for math are not as accessible.

- * There is a gap between what we teach and what's assessed.
- * Differentiating is always a priority.
- * Teachers felt frustrated that students needed much more language support than curriculum resources provided.
- * Hopeful when small groups showed pockets of growth, but struggled to scale it consistently

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- *Instructional Aides trained in math intervention and additional support
- *Extended day or Summer Learning Programs focused on math skills
- *Regular Progress Monitoring (at least every 4–6 weeks) using diagnostic math assessments
- *Parent/Family Workshops on supporting math at home

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
39.7% making progress.	making progress.
Number Students: 58 Students	Number Students: 0 Students

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.

2024 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
10.3%	50%	0%	39.7%

Lowest Performing Group:

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

Greatest Growth (Strength):
Maintenance of ELPI Levels 1–3

- * In 2024, 50% of English Learners maintained their ELPI levels (1, 2L, 2H, 3L, or 3H).
- * This is a steady area of stability compared to previous years (especially matching the 50% maintenance seen in 2022).
- * Stability in early ELPI levels means students are holding ground, rather than regressing.

Area for Greatest Improvement (Need):
Progression at Least One ELPI Level

- * In 2024, only 39.7% of English Learners progressed at least one level — a significant decline from 59.2% in 2023.
- * This 19.5% drop in progression rates puts the group firmly in the Red performance category.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential Causes:

- * The teachers feel that there might be a curriculum misalignment. The curriculum may not align with the skills assessed on the ELPAC, leading to discrepancies between classroom learning and test content.
- * With the influx of EL student at Schweitzer the cultural differences may cause misunderstandings or a lack of cultural relevance in the curriculum may disengage students and affect their performance.
- * Students from low-income backgrounds may face challenges such as lack of access to learning materials and technology,
- * The teachers at Schweitzer indicated that there was a lack of a specific curriculum designed for ELL students which result in inadequate opportunities for practice in listening and speaking skills, crucial for language development.
- * Students may not have sufficient exposure to English outside the classroom, which impacts their language acquisition and proficiency.
- * Students transitioning from one educational setting to another may experience disruptions that affect their learning continuity.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel:

- *ELD Teacher: Employ specialists who focus on English Language Development (ELD) to design and implement effective strategies for ELLs.

Culturally Relevant Curriculum Materials:

- * Develop or acquire instructional materials that reflect the cultural backgrounds of students and are relevant to their experiences.
- * GLAD (Guided Language Acquisition Design) Materials: Utilize GLAD strategies and materials for integrated ELD to support language acquisition across content areas.
- * EL Achieve Materials: Implement EL Achieve resources for designated support that focus on explicit language instruction and scaffolding
- * On going professional development and collaboration around EL curriculum and instructional practices

Books and Learning Resources:

- * Stock classrooms with bilingual books, leveled readers, and other resources that cater to diverse language needs.
- * Technology: Provide devices (e.g., tablets, laptops) that enable access to educational software and online resources for language practice.
- * Classroom Supplies: Ensure classrooms are equipped with necessary supplies (e.g., whiteboards, art supplies) to facilitate engaging and interactive learning.
- * Provide families with resources and information regarding the learning setting.

School and Student Performance Data

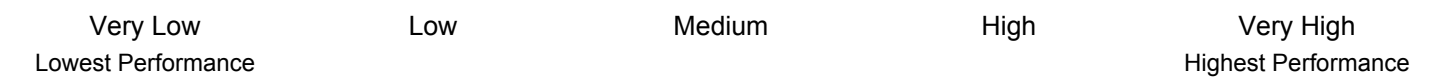
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

18% Chronically Absent

Declined 6.1

338 Students

English Learners



Red

20.7% Chronically Absent

Increased 4.6

87 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

63.6% Chronically Absent

Increased 17

11 Students

Socioeconomically Disadvantaged












Yellow

21% Chronically Absent

Declined 8.1

205 Students

Students with Disabilities  Orange 22.2% Chronically Absent Declined 7.9 81 Students	African American  No Performance Color 38.5% Chronically Absent 0 13 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 18.2% Chronically Absent Increased 3.2 22 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 19% Chronically Absent Declined 2.2 58 Students
Two or More Races  No Performance Color 15.6% Chronically Absent Declined 3.6 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Yellow 16.2% Chronically Absent Declined 7.9 204 Students

Lowest Performing Student Groups:

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

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Students who scored in the lowest performing groups for chronic absenteeism are:

English Learners:

Performance Level: Red 20.7% Chronically Absent

Absenteeism Increased by 4.6

Homeless Students:

No official color assigned (likely due to small size), but a very high absenteeism rate of 63.6% Chronically Absent

Absenteeism Increased by 17

African American Students:

No official color assigned (likely small group), but a very high absenteeism rate of 38.5% Chronically Absent

Students with Disabilities:

Orange performance color

22.2% Chronically Absent

Overall Trend- Absenteeism declined by 7.9, but still a relatively high absenteeism rate

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential Causes:

- * Language barriers impacting engagement
- * Limited family understanding of attendance importance
- * Transportation difficulties, especially for mobility-impaired students
- * Limited culturally responsive curriculum and teaching practices
- * Inconsistent communication with families about attendance importance
- * Insufficient early intervention for attendance issue
- * Continued strong relationships between students and staff
- * Ineffective use of attendance data to trigger timely interventions

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personel:

- * Attendance team, including a family/community member to track and support attendance
- * Bilingual Family liaison
- * Social Worker

Programs and Services:

- *Attendance Incentive Programs
- *Parent Education Workshops (multilingual)
- *Before/After-School Support Programs

Materials and Supplies:

- *Translation Services and Technology
- *Transportation Assistance (bus passes)
- *Family Attendance Toolkits (calendars, trackers, incentives)

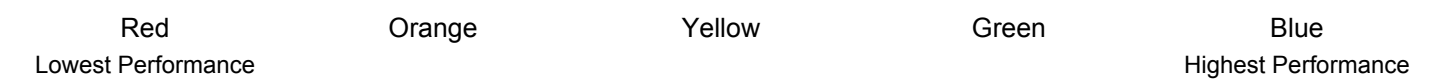
School and Student Performance Data

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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

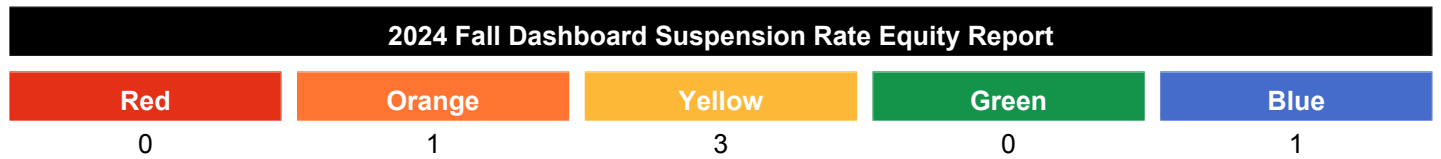
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>0.8% suspended at least one day</div> <div>Increased 0.6%</div> <div>354 Students</div>	<div>English Learners</div> <div> Orange</div> <div>1.1% suspended at least one day</div> <div>Increased 1.1%</div> <div>90 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>0.9% suspended at least one day</div> <div>Increased 0.5%</div> <div>216 Students</div>

Students with Disabilities  Yellow 1.2% suspended at least one day Maintained 0.1% 82 Students	African American  No Performance Color 7.1% suspended at least one day 14 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Blue 0% suspended at least one day Maintained 0% 62 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Yellow 0.9% suspended at least one day Increased 0.5% 212 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.

Student Groups Identified as Lowest Performing:

English Learners (Orange Level) Suspension Rate: 1.1% suspended at least once

Trend: Increased

Rated Orange (higher suspension than all students).

Students with Disabilities (Yellow Level) Suspension Rate: 1.2% suspended at least once

Trend: Maintained (no improvement)

Higher rate (1.2%) than the school wide average (0.8%).

Performance is concerning because this group remains more frequently suspended compared to other groups.

African American Students (No Color Shown, but Highest Rate) Suspension Rate: 7.1% suspended at least once

Trend: No performance color (small group), but alarmingly high rate.

Although fewer than 30 students are in the group (which is why there's no color rating), 7.1% is extremely high compared to the school wide average of 0.8%.

Overall rate for All Students is 0.8% — ELs have a higher suspension rate than average.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Potential Causes:

- * Teachers and staff have not regularly utilized restorative practices and PBIS practices.
- * Language barriers make it hard to redirect English Learners before things escalate.
- " Students with disabilities need special supports, but we aren't always sure what works."
- * Restorative practices sound good in theory but aren't practical in urgent situations."
- * Issued suspensions reactively, after repeated disruptive behaviors, instead of proactive supports which include PBIS and restorative practices.
- * Defaulted to suspension for certain behaviors without systematically using alternative strategies like restorative conversations, conflict mediation, or support plans.
- * Struggled with inconsistent school wide positive behavior practices across grade levels and teachers.
- * Provided limited tiered behavior interventions (only Tier 3 intensive behavior plans for extreme cases).
- * Didn't consistently analyze discipline data by subgroup throughout the year to notice patterns early.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- * Incentives and recognition tools aligned with PBIS to reinforce positive behavior.
- * Restorative justice for relationship-building and repair.
- * Parent liaison to strengthen relationships with families and ensure culturally relevant outreach.
- * Social-Emotional Learning Curriculum (e.g., Second Step, Harmony SEL) embedded weekly in all classrooms.
- * Assemblies to recognize good behavior and create community.

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: 2024-25

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)

What’s Worked
* Intervention for ELA with the intervention teacher and instructional assistant

- * Using ESGI for K-2 teachers to support with collecting data and using technology to support student growth in academics
- * Student access and field trip opportunities
- * The training and use of designated ELD materials (EL Achieve) allowed trained teachers to provide additional small group support for lowest performing EL students.

What Did Not Work

- * After school tutoring was difficult to staff and curriculum to use for tutoring was not readily available
- * Many teachers took their classes on educational field trips but more planning time would be useful
- * Updated technology is needed to assure that students have access

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

Modifications:

- * Include and encourage more teachers to take part in ELD designated integrated training
- * Fund 5th grade science field trip to assure all students have access and opportunity.

2025-26

Identified Need

- * More opportunities for teachers to collaborate using data and align curriculum and research based instructional practices to differentiate to meet the needs of all student
- * Provide access to educational resources, such as books, technology, and tutoring programs, to support learning both in and out of the classroom.
- * Provide access and opportunity for students to participate in academics field trips to enhance and supplement academic standards that can only be met through real-life experiences.
- * Develop after-school programs or tutoring focused on ELA skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	61.1 points below standard	+ 3 scale points
	English Learners	94.4 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	82.5 points below standard 113.9 points below standard 79.6 points below standard 34.0 points below standard 57.0 points below standard	
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races	50.2 points below standard 67.9 points below standard 62.0 points below standard 122.3 points below standard 66.0 points below standard 21.7 points above standard	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 52.9 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	39.7%	+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	1.10%	+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	Technology: Provide technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Chromebooks, iPads, document cameras,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	11,790	August 2025 - June 2026

	headphones, ESGI, M-Class, Raz Plus				
1.2	Teacher Collaboration/Release Time: Provide release time for teachers to collaborate among and between grade levels using data to support academic growth.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4,000	August 2025 - June 2026
1.3	GLAD Materials and Supplies and PD: Provide training and support materials for GLAD including but not limited to color printer cartridges, chart paper, markers, paper, etc.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	August 2025 - June 2026
1.4	Supplemental Materials and Supplies: Provide curriculum,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation	15,000	August 2025 - June 2026

	materials, supplies and books for instructional differentiation in all academic areas.		4000-4999: Books And Supplies		
1.5	Designated Materials and Supplies and PD: 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	5,000	August 2025 - June 2026
1.6	Field Trips: 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 2025 - June 2026
1.7	Tutoring: Provide funding for staff to provide before and after	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	3,000	August 2025 - June 2026

	school tutoring primarily in the area of Math.	Lowest Performing	2000-2999: Classified Personnel Salaries		
1.8	Intervention IA: Fund a 6-hour instructional assistant to support with academic differentiation PC TBD	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Socioeconomic disadvantaged	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	54,006	August 2025 - June 2026
1.9	Classified PD: Provide funding for instructional assistants can attend academic instructional professional development.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	2,000	August 2025 - June 2026
1.10	Classroom Libraries: Provide funding to support supplementing classroom libraries.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,000	August 2025 - June 2026

1.11		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

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: 2024-25

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)

What Worked
* PBIS Tier 1 team working to provide whole school behavior support
* Family and community events such as Family Science Night and Starstruck

What Did Not Work

- * Attendance team provide more scheduled student and family recognition of good attendance
- * Education for families in multiple language the importance of good attendance

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

Modifications

- * Regular attendance team meetings using data to be proactive with family and student attendance supports
- * Incorporate more family and community evenings such as science night

2025-26

Identified Need

- * Continued support of PBIS incentives and Tier 2 PBIS team
- * More family events to build community and create welcoming environment

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	18% Chronically Absent	-5%
	English Learners	20.7% Chronically Absent	
	Foster Youth		
	Homeless	63.6% Chronically Absent	
	Socioeconomically Disadvantaged	21% Chronically Absent	
	Students with Disabilities	22.2% Chronically Absent	
	African American	38.5% Chronically Absent	
	American Indian		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Asian 18.2% Chronically Absent Filipino Hispanic 19% Chronically Absent Two or More Races 15.6% Chronically Absent Pacific Islander White 16.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.7%	+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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Hispanic Two or More Races Pacific Islander	

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	PBIS: Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	August 2025 - June 2026
2.2	Attendance: Provide supplies, materials to encourage increased attendance and decreased chronic absenteeism.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	August 2025 - June 2026

2.3	Assemblies During School: Provide in school assemblies that allow students with a sense of community, allowing them to celebrate achievements, learn important values, and give students opportunities to develop social and leadership skills through participation and engagement.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,000	August 2025 - June 2026
2.4	After School Activities: Fund family and community events that encourage home-school connection including but not limited to family math nights and science nights.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	6,000	August 2025 - June 2026
2.5		All Students			

		English Learners Low-Income Students Foster Youth Lowest Performing				
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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

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: 2024-25

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?

- * Suspension Data
- * SWIS Data
- * District Climate Survey
- * Attendance and participation in ELAC Meetings

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

- What Worked
- * Regular scheduled ELAC and School Site Council meetings were held
 - * Teachers were provided professional development around restorative practices

- * Community partners were brought in to provide mentoring
- * Monthly newsletters were sent out to advertise student and family events

What Didn't Work

- * Teachers were unable to pilot SEL supports in the classroom
- * We were unable to hire an additional rec aid
- * Limited assemblies were available to recognize students

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

Modifications:

- * increased number of Sing and recognition assemblies
- * Increased family evening events

2025-26

Identified Need

- * Pilot SEL programs
- * Provide calm down areas in classrooms
- * Continued funding additional time for rec aid to support safety during unstructured times
- * Provide access and opportunities for students and families to participate in after school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	0.8% suspended at least one day	- 0.3%
	English Learners	1.1% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	0.9% suspended at least one day	
	Students with Disabilities	1.2% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>African American</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic</div> <div>Two or More Races</div> <div>Pacific Islander</div> <div>White</div>	<div>7.1% suspended at least one day</div> <div>0% suspended at least one day</div> <div>0% suspended at least one day</div> <div>0% suspended at least one day</div> <div>0% suspended at least one day</div> <div>0.9% suspended at least one day</div>
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	71.6%	+ 2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	74.1%	+ 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).	10%	+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
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3.1	Meeting Supplies: 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	500	August 2025 - June 2026
3.2	After School Activities: Provide family and community engagement events to strengthen school-home connection and communicate the importance of regular school attendance, including but not limited to Starstruck.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Parent Involvement 5800: Professional/ Consulting Services And Operating Expenditures	6,900 2,020	August 2025 - June 2026
3.3	Social Emotion Program: Purchase materials to support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	3,000	August 2025 - June 2026

	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		
3.4	Additional Rec Aid Time: Provide additional rec aide time to support with safety and student supervision.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4130	August 2025 - June 2026

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	08/2025 - 06/2026	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	08/2025 - 06/2026	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 leadership in forming school discipline policies, mental health intervention, crisis management, and support services. PC 38302	08/2025 - 06/2026	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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,346.00

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	\$4,130.00
LCFF Supplemental Site Allocation	\$34,400.00
Title I Part A Parent Involvement	\$2,020.00
Title I Part A Site Allocation	\$120,796.00

Subtotal of state or local funds included for this school: \$161,346.00

Total of federal, state, and/or local funds for this school: \$161,346.00

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	34,400	0.00
Title I Part A Site Allocation	120,796	0.00
Title I Part A Parent Involvement	2,020	0.00
LCFF Rec Aide Allocation	4130	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	34,400.00
Title I Part A Parent Involvement	2,020.00
Title I Part A Site Allocation	120,796.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	63,136.00
4000-4999: Books And Supplies	54,290.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,920.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	11,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	2,020.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	59,006.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	37,790.00
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	128,796.00
Goal 2	16,000.00
Goal 3	16,550.00

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
Gelika Harrison	Principal
Elizabeth Rogers	Other School Staff
Kristin Salimi	Classroom Teacher
Lisa Rosas	Classroom Teacher
Hynalka Caton	Parent or Community Member
Betina Lawson	Classroom Teacher
Ryan Rake	Parent or Community Member
Jodee Lower	Parent or Community Member
Mady Evans	Parent or Community Member
Anthony Garcia	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 05/19/2025.

Attested:

	Principal, Gelika Harrison on 05/19/2025
	SSC Chairperson, Anthony Garcia on 05/19/2025

Budget By Expenditures

Albert Schweitzer Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional Rec Aid Time: Provide additional rec aide time to support with safety and student supervision.	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$34,400.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS: Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors	4000-4999: Books And Supplies	\$4,000.00	Healthy Environments for Social-Emotional Growth	
Attendance: Provide supplies, materials to encourage increased attendance and decreased chronic absenteeism.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Assemblies During School: Provide in school assemblies that allow students with a sense of community, allowing them to celebrate achievements, learn important values, and give students opportunities to develop social and leadership skills through participation and engagement.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth	

Albert Schweitzer Elementary School

After School Activities: Fund family and community events that encourage home-school connection including but not limited to family math nights and science nights.	1000-1999: Certificated Personnel Salaries	\$6,000.00	Healthy Environments for Social-Emotional Growth
Meeting Supplies: ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
After School Activities: Provide family and community engagement events to strengthen school-home connection and communicate the importance of regular school attendance, including but not limited to Starstruck.	5800: Professional/Consulting Services And Operating Expenditures	\$6,900.00	Engaging Academic Programs
Social Emotion Program: 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	\$3,000.00	Engaging Academic Programs
GLAD Materials and Supplies and PD: Provide training and support materials for GLAD including but not limited to color printer cartridges, chart paper, markers, paper, etc.	4000-4999: Books And Supplies	\$8,000.00	Connected School Communities
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

Albert Schweitzer Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$37,400.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$2,020.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	\$2,020.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$2,020.00

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

Funding Source: Title I Part A Site Allocation \$120,796.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology: Provide technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Chromebooks, iPads, document cameras, headphones, ESGI, M-Class, Raz Plus	4000-4999: Books And Supplies	\$11,790.00	Connected School Communities	
Teacher Collaboration/Release Time: Provide release time for teachers to collaborate among and between grade levels using data to support academic growth.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Connected School Communities	

Albert Schweitzer Elementary School

Supplemental Materials and Supplies: Provide curriculum, materials, supplies and books for instructional differentiation in all academic areas.	4000-4999: Books And Supplies	\$15,000.00	Connected School Communities
Designated Materials and Supplies and PD: Provide training and supplies for designated English Language Development.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Field Trips: 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
Tutoring: Provide funding for staff to provide before and after school tutoring primarily in the area of Math.	2000-2999: Classified Personnel Salaries	\$3,000.00	Connected School Communities
Intervention IA: Fund a 6-hour instructional assistant to support with academic differentiation PC TBD	2000-2999: Classified Personnel Salaries	\$54,006.00	Connected School Communities
Classified PD: Provide funding for instructional assistants can attend academic instructional professional development.	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities
Classroom Libraries: Provide funding to support supplementing classroom libraries.	4000-4999: Books And Supplies	\$6,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$120,796.00

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

Albert Schweitzer Elementary School Total Expenditures: \$164,346.00