

School Year: **2020-21**



# 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	November 06, 2020	November 17, 2020

## 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)

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

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

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

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allowable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	11
Resource Inequities .....	12
Stakeholder Involvement .....	12
Resource Inequities .....	13
School and Student Performance Data .....	15
Student Enrollment.....	15
Goals, Strategies, & Proposed Expenditures.....	17
SPSA/Goal 1 .....	17
SPSA/Goal 2.....	23
SPSA/Goal 3 .....	29
SPSA/Goal 4 .....	40
Budget Summary .....	43
Budget Summary .....	43
Other Federal, State, and Local Funds .....	43
Budgeted Funds and Expenditures in this Plan.....	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source .....	44
Expenditures by Budget Reference .....	44
Expenditures by Budget Reference and Funding Source .....	44
Expenditures by Goal.....	45
School Site Council Membership .....	46
Recommendations and Assurances .....	47
Instructions.....	48
Instructions: Linked Table of Contents .....	48
Purpose and Description .....	49
Stakeholder Involvement.....	49
Resource Inequities .....	49
Goals, Strategies, Expenditures, & Annual Review .....	50
Annual Review .....	51
Budget Summary .....	52

# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

The suspension of Smarter Balanced Assessment Consortium (SBAC), state testing did not occur during the 2019-2020 school year. There is no state assessment available. Data includes surveys, local assessment and student information around suspension and attendance prior to distance learning implemented in response to county mandates for distance learning. MAP data will not be used since this year iReady will be the assessment used the current year and more than likely for the year of 2021-2022.

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-2020 August to March EOY and Trimester 3 engagement data
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

Attendance rate: 95.8%

Synchronous learning weekly percentage rate estimation for Trimester 1, 2020: on average 80%

Asynchronous engagement - weekly assignment completion rate estimation for Trimester 1, 2020: on average 75%

Learning loss - to be determined. Ideas: iReady assessments in math and reading comparison from Trimester 1 to Trimester 2 for 3rd to 5th grades, iReady math for 1st and 2nd grades, text level assessments for 1st and 2nd grades comparison Trimester 1 to Trimester 2.

Fall of 2020:

iReady MATH (first time site is using this assessment, (in the past was MAP)

on grade level:

1st- 50%

2nd- 34%

3rd- 12%

4th- 29%

5th-18%

EL 3rd -5th -16%

SES 3rd - 5th- 11%

Homeless 3rd-5th - 6%

SPED 3rd -5th -0%

One grade level below:

1st- 42%

2nd- 43%

3rd - 50%

4th - 38%

5th - 20%

EL 3rd -5th -36%

SES 3rd - 5th- 39%

Homeless 3rd-5th -38%

SPED 3rd -5th -38%

Two grades below:

1st- 8%

2nd- 24%

3rd- 34%

4th- 30%

5th- 43%

EL 3rd -5th - 40%

SES 3rd - 5th- 39%

Homeless 3rd-5th - 44%

SPED 3rd -5th -73%

Not tested:

1st- 8%

2nd- 8%

3rd- 4%

4th- 4%

5th- 10%

EL 3rd -5th - 8%

SES 3rd - 5th- 11%

Homeless 3rd-5th - 13%

SPED 3rd -5th -6%

Do not have current scores for 1st and 2nd grades.

The above data , iReady Math, shows an average of 20% of students on grade level with an average of 64% in 4th and 5th one to two grade levels below

and 3rd grades 84% one to two below grade level. Take in consideration that only 10% of 5th graders did not take the test.

iReady READING (first time site is using this assessment, (in the past,MAP)

on grade level:

3rd- 40%

4th- 29%

5th-11%

EL 3rd -5th -8%

SES 3rd - 5th- 19%

Homeless 3rd-5th - 25%

SPED 3rd -5th -6%

One grade level below:

3rd - 20%

4th - 36%

5th - 24%

EL 3rd -5th -24%

SES 3rd - 5th- 29%

Homeless 3rd-5th -19%

SPED 3rd -5th -21%

Two grades below:

3rd- 36%

4th- 29%

5th- 48%

EL 3rd -5th - 60%

SES 3rd - 5th- 41%

Homeless 3rd-5th - 38%

SPED 3rd -5th -70%

Not tested:

3rd- 4%

4th- 6%

5th- 18%

EL 3rd -5th - 8%

SES 3rd - 5th- 12%

Homeless 3rd-5th - 19%

SPED 3rd -5th -3%

The above data. iReady Reading, shows an average of 27% of students on grade level, and with only 11% of 5th graders. For one grade below, an average of 27% and for two grades below, an average of 38% with the 5th graders 48%.

Take in consideration 11% of 5th graders did not take the test.

Text Level Fall 2020:

- (42) 1st grade EL'S Low SES SPED

exceeds expectations: 17%. 15% 20%

meets expectations: 17% 0% 7%

approaching expectations: 5% 0% 0%

does not meet expectations: 62% 85% 74% 100%

- (53)2nd grade EL's Low SES. SPED

exceeds expectations: 25% 22% 20%. 0%

meets expectations: 8% 11% 5% 50%

approaching expectations: 15% 22% 10% 0%

does not meet expectations: 53% 44% 65% 50%

Prior to the pandemic of spring 2020, data shows:

Text Level Data from 2nd trimester:

- (51) K EL's Low SES SPED

exceeds expectations: 27% 17% 20%

meets expectations: 42% 8% 8%

approaching expectations: 31% 8% 0%

does not meet expectations: 0% 67% 72% 100%

- (58)1st grade: EL's Low SES SPED

exceeds expectations: 48% 22% 24% 0%

meets expectations: 25% 11% 7% 25%

approaching expectations: 2% 22% 10% 0%

does not meet expectations: 26% 44% 59% 75%

- (55)2nd grade: EL's Low SES SPED

exceeds expectations: 50% 56% 44%. 13%

meets expectations: 12% 20%

approaching expectations: 8%. 4%

does not meet expectations: 30% 44% 32%. 87%

District Survey 2020 compared to previous year 2019 overall (number of participants)

High Expectations/Caring Relationships:

2019. 2020. Increase Decrease

Parents(178). 90.4% (124) 91.1% .7%

Students(95). 93.7%. (115) 88.7% 5.0%

Staff(23) 100%. ( 23) 100%

Meaningful Participation:

2019. 2020

Parents(177) 89.3%. (124) 83.9% 5.4%

Students(100) 83%. (120) 82.5% .5%

Staff(20) 90% (23) 95.7% 5.7%

School Culture:

2019 2020

Parents(177) 89.3% (122) 84.4%. 5.3%

Students(97) 85.6%. (111) 77.5% 8.1%

Staff(21) 100%. (20) 100%

School Safety:

2019 2020



Parents(176) 91.5%. (123) 92.7% 1.2%

Students(95) 95.8% (114) 84.2% 11.6%

Staff(20) 95% (19) 94.7% .3%

Attendance:

2018-2019 (410-all) August, 2019 to March, 2020 (396)

Regular Chronically Regular Chronically

Overall (247) 95.1% (47)11.5%. (249) 95.1%. (45) 11.4%

ELL (52) 95.4% (6) 11.5% (65) 95.4% (6) 9.2%

Low SES (211) 94.5 % (29) 13.7% (221) 94.7%. (30) 13.6%

Homeless (18) 94.9% (2) 11.1% (24) 94.4%. (3) 13.6%

AA (24) 93.4% (4) 16.7% (27) 93.5%. (6) 22.2%

Hispanic. (98) 95.8% (7) 7.1% (81) 95.8%. (9) 11.1%

SPED. (72) 94.7% (13) 18.1% (67) 93.9%. (11) 16.4%

March to June 2020 August, 2020 to December, 2020 (368)

Regular Chronically Regular Chronically

Overall

ELL

Low SES

Homeless

AA

Hispanic.

SPED.

Suspension:

2018-2019 August, 2019 to March, 2020

Home In-Class Home In-Class

Overall. (405)1.73% (4) .99%% (392) .51% (2) .51%

ELL. (51) 0%. 0%. (63) 0%. 0%

Low SES (208) .96% (3) 1.44% (217) .46% (2) .92%

Homeless (21) 0%. 0% (24) 0% 0%

AA. (22) 0% (1) 4.55% (27) 0% (1) 3.7%

Hispanic (96) 2.08% (1) 1.04% (80) 0% 0%

SPED (71) 2.82%. (2) 2.82% (66) 0% (1) 1.52%

Engagement Rates during Distance Learning for all student (Spring 2020): (374)

Exceeded or met expectations(highly or moderately engaged according to report card 70% and above)

77.2%

Primary(K-2nd) Intermediate(3rd-5th) Primary Intermediate

(166) 78.8% (205) 76.0%

Engagement Rates during Distance Learning for ELL students to EO students (Spring 2020):

Primary(K-2nd) Intermediate(3rd-5th) Primary Intermediate

ELL (35) 79.4% (26) 68.0% EO (124) 77.0% (172) 77.3%

Engagement Rates during Distance Learning for Low SES students to not Low SES(Spring 2020):

Primary(K-2nd) Intermediate(3rd-5th) Primary Intermediate

Low SES (94)73.1%. (103) 60.8% NOT Low SES (73) 86.3% (104) 90.4%

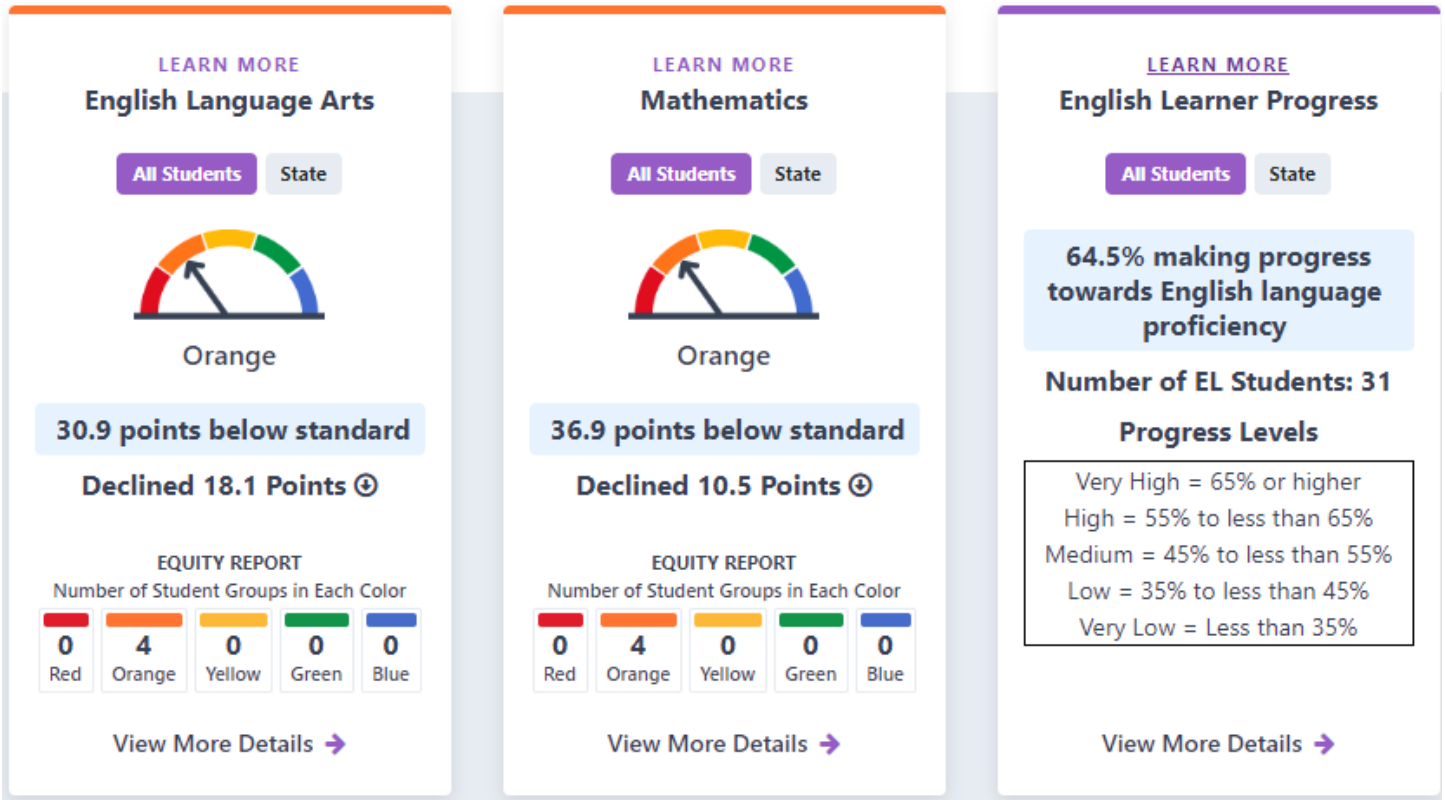
Engagement Rates during Distance Learning for Students with Disabilities to not SWD (Spring 2020):

Primary(K-2nd) Intermediate(3rd-5th) Primary Intermediate

SWD (19) 94.7%. (31) 58.1%. NOT SWD. (148) 76.9%. (176) 78.9%

### Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Green	None	None	Orange	Orange
English Learners	Yellow	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Green	None	None	Orange	Orange
Students with Disabilities	Yellow	Yellow	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Green	None	None	Orange	Orange
Two or More Races	Yellow	Blue	None	None	None	None



## Root Cause Analysis

What did your root causes analysis reveal?

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

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee are and will be participating in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by...

We can attribute a lack of attendance, engagement, and classroom assignments' completion from our students to the following factors: technology issues such as chromebooks and internet not working, lack of knowledge of how platforms for instruction and learning take place, language barriers to support our EL's, challenges families had to support their children's learning due to work schedules, daycare.

Learning loss is anticipated to be greater among groups of students that are low-income, English learners and special ed students.

Prior to Distance Learning:

The focus as a site for the past 2 years have been two-fold: implementing guided reading/strategy small groups within the literacy block along with integrating the district's adopted ELA curriculum, Benchmark into the established Critical Literacy/Workshop curriculum teachers have been teaching. Data shows in comparing data over the last three years, sustaining progress for ELA has been inconsistent, with a significant increase from 2016-2017 to 2017-2018 then a

significant decrease from 2017-2018 to 2018-2019. Possible rationale would be an increase with low SES and EL's demographic and not specifically targeting these subgroups through SMART goals, student data analysis at collaboration meetings, and data conversation days with grade levels. The challenge to integrate and balance Benchmark with the critical literacy/workshop model and still provide guided reading/strategy groups on a daily basis is a work in progress. During Collaboration Thursdays, Leadership and staff examine and discuss how grade levels will teach the academic standards through specific curriculum ensuring across grade level alignment.

With regard to school culture and climate, overall the site is on the right track with suspension rates except for addressing why the subgroup, students with disabilities, appear to have more suspensions in comparison to other subgroups. As with chronic absenteeism, the subgroup, students with disabilities, appear to continue to be a concern.

A strong Positive Behavioral Interventions and Supports (PBIS) team will continue in second year of training. K-Kids, a student leadership organization under the umbrella of Carmichael Kiwanis is established.

To summarize, a strong focus on the social-emotional component of students, including PBIS, mindfulness activities, and multiple workshops on understanding students with trauma, overshadowed academic goals.

## Resource Inequities

What resource inequities did you discover?

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

Through the comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through the 2020-21 school year, due to COVID 19, the focus of the plan is to address resource inequalities related to attendance, engagement, and completion of student assignments in distance learning to mitigate learning loss. The resources include, but are not limited to:

1. Providing opportunities through workshops/trainings that support and educate our families during distance learning and the hybrid model.
2. Providing prizes and incentives to recognize students attendance and engagement.
3. Providing incentives and rewards through PBIS to promote engagement.
4. Providing digital materials or platforms to support instruction.
5. Providing hands on materials for students to use at home.
6. Providing tutoring for students below grade level in reading and math.

## Stakeholder Involvement

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

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

Staff, School Site Council, and the English Learner Advisory Committee evaluated the current SPSA to determine if actions were effective. Stakeholders reviewed school data, identified priority areas, and actions. Questions used to guide discussions focused on what is working, what is not working, for whom, where, and what resources are needed connected to LCAP Goal #1, LCAP Goal #2, LCAP Goal #3 and LCAP Goal #4. Teams developed an understanding of what a SPSA is and its

purpose in articulating how our school plans on meeting the needs of all students, specifically our low income, Special Education, and English learner student groups. Connections were also made between state priorities, district LCAP, and school SPSA to ensure cohesion between plans. School Site Council met 4 times and was interested in developing the SPSA for 2020-21 focusing on academic goals such as hiring a consultant to support teachers in enriching their instruction through rigor along with being responsive to student data to plan differentiated instruction. This fell short due to COVID 19.

Site Leadership Team met twice a month discussing the implementation of Tier 2 in PBIS, GLAD PD and data conversation days.

ELAC met three times to provide a variety of resources and data for the committee and how to share this information with all of the EL families.

All the above committees will be focusing on resources to support Distance learning and the Hybrid model, and how to engage students to increase attendance, classwork assignment completion so learning loss is mitigated to ensure progress in meeting academic standards and to promote a safe environment for students' social-emotional well-being.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequalities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance, student engagement and classwork completion through innovative teaching strategies, intervention, effective communication and support technology.

Described below:

**Professional Learning:** Providing instruction through a virtual model was new when began in March of 2020. Teachers have adjusted, and continue to adjust to learning and understanding the best technology learning platforms for their students to ensure the essential academic standards are taught with student progressing and meeting these standards. Integrating the social justice standards within instruction will also be addressed. Collaborating as a staff to share resources and strategies to meet students' academic and socioemotional needs will be built in within Wednesday's collaboration and staff meetings. This is critical for teachers to refine and build capacity as educators.

**Intervention:** Student learning loss varies according to each student's circumstances. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately to enhance their learning. Intervention will be critical to eliminating learning gaps. Challenge of distance learning and the hybrid model is an inability to have small groups based on abilities.

**Effective communication:** Continue to use Dojo's and Seesaw's schoolwide and individual teacher messaging along with Blackboard schoolwide messaging and posting information on the site's

website and facebook. Create parent forums/ town halls to address concerns, ideas and feedback between the community and site.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have an understanding of how to use technology effectively.

Comprehensive Needs Assessment Prior to Distance Learning:

Analysis prior to COVID 19, based on 2018-2019 Assessments:

1. Professional learning in Project GLAD, Guided Language Acquisition Design, to address not only our english language learners, but also to all students, particularly students struggling in ELA, provided strategies for students to build their vocabulary and content knowledge along with writing through collaboration. These strategies work very well with integrating ELA in the Science and Social Studies curriculum. It also built in a behavior management component focusing on students recognizing other students positive behavior.

Suspension:

1. There is a continuing need to increase social-emoitonal learning strategies and techniques schoolwide. With the schoolwide implementation of mindfulness in the year 2019-2020, it is imperative teachers continue having such activities in the classroom. PBIS team continues their learning with district's workshops, refining the Tier 1 components and introducing the Tier 2.

Attendance:

1. Chronic Absenteeism continues to be a concern, adjusting the Attendance Plan to specifically address these students and working with the district community worker and our counselor and social worker with a strategic plan to recognize improvement could be an incentive.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.51%	0.54%	0.82%	2	2	3
African American	5.58%	3%	4.37%	22	11	16
Asian	2.79%	2.45%	3.01%	11	9	11
Filipino	1.27%	1.09%	1.09%	5	4	4
Hispanic/Latino	20.05%	22.62%	20.77%	79	83	76
Pacific Islander	0.51%	0.82%	0.55%	2	3	2
White	62.18%	60.22%	59.02%	245	221	216
Multiple/No Response	%	%	10.38%			0
<b>Total Enrollment</b>				394	367	366

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	61	52	51
Grade 1	69	60	58
Grade 2	59	68	58
Grade3	56	62	75
Grade 4	75	54	64
Grade 5	74	71	60
<b>Total Enrollment</b>	394	367	366

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	39	44	60	9.9%	12.0%	16.4%
Fluent English Proficient (FEP)	19	10	10	4.8%	2.7%	2.7%
Reclassified Fluent English Proficient (RFEP)	7	0	4	18.4%	0.0%	9.1%



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the actions described in 2019-2020, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. PTA events planned up until March happened with increase numbers attending these events along with successful fundraisers. PTA meetings were held every month and transitioned to Zoom meetings in the last three months. ELAC meetings were held, 3 in all. K-Kids met twice a month, led a food drive and participated in the site's SING

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

The difference between intended and actual expenditures resulted from converting to a distance learning model with two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning. One of our most popular events, Starstruck, a dance performance for all

students, did not take place along with end of the year celebrations such as Open House, Volunteer Breakfast, 5th Grade promotion. Parent workshops did not take place.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. The previous SPSA's goal #2, "Foster respectful, collaborative and reflective school and district cultures that ensure academic success and social/emotional well-being for each student" was revised to the current two goals: Goal #1, Connected School Communities and Goal #2, Healthy Environments for Social-Emotional Growth.

**2020-21**

**Identified Need**

School environments that value all students and families provide for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities for our schools have to offer and thrive.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	119 participants with a 86.6% overall rating of strongly agree/agree. One specific question, "school actively seeks the input of parent/staff before making important decisions", 120 participants with a rating of 59% strongly agree/agree.	Expect the rating to increase 3% for the overall. Expect the rating to increase 20% for the specific question.
Winter 2019-20 School Survey- Overall rating of questions in Parent Involvement section. Percent strongly agree/agree.	119 participants with a 92% overall rating of strongly agree/agree. One specific question, "staff at my school provide resources or ideas that help parents support their studies at home", 123 participants with a rating of 77%, strongly agree/agree.	Expect the rating to increase 3% for the overall. Expect the rating to increase 8% for the specific question.

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey- Specific question in the Translation section. Strongly agree/agree.	Question, "parents speak a language other than English and receive general information our school in their language", 43 participants with a rating of 74%, strongly agree/agree	Expect the rating to increase 10% for the specific question

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide for PTA events throughout the year in Distance Learning and Hybrid Model such as Zoom Social Meetings and opportunities for zoom get togethers with families students and staff	X All Students English Learners Low-Income Students Foster Youth Other	PTA Executive Board Principal Staff	Other		School year 2020-21
1.2	PTA updates message board and website with relevant and upcoming information-including weekly bulletin.	X All Students English Learners Low-Income Students Foster Youth Other	PTA President, Principal	Other		School year 2020-21

	Principal Reports on various topic at all PTA meetings.					
1.3	Provide Parent Workshops: Data Information, Essential Academic Standards, Math and Reading, Homework Support, PBIS, Social Emotional, MIndfulness	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership Team, PBIS Team, District TOSA's, MTSS's Student Support Center Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School year 2020-21
1.4	ELAC meetings held 3-5 times per year. Books, Resource materials,	All Students X English Learners Low-Income Students Foster Youth Other	ELAC Coordinator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School year 2020-21
1.5	Collaborate with Mckinney/Vent o for student	All Students English Learners Low-Income Students Foster Youth	Principal, District Liaison Safe School Officer	Other		School year 2020-21

	and family outreach:resources, tutoring	X Other Homeless				
1.6	Collaborate with SJUSD Foster Youth counselor:resources, tutoring	All Students English Learners Low-Income Students X Foster Youth Other	Principal, District Liaison Safe School Officer	Other		School year 2020-21
1.7	Translate messages/events for our EL Families	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher, BIA	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	200	School year 2020-21
1.8	K-Kids Kiwanis's Elementary School Leadership Organization, Projects such as food drives, Garden Club, events such as craft "take aways",	X All Students English Learners Low-Income Students Foster Youth Other	Carmichael Kiwanis's and Site's Advisors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School year 2020-21
1.9	Partnership with 1st Baptist	X All Students English Learners	Principal, 1st Baptist Church	Other		School year 2020-21

	Church of Fair Oaks: school supplies	Low-Income Students Foster Youth Other				
1.10	Carmichael Kiwanis's sponsorship at site: Teacher Appreciation, Giving Tree Project (SMUD)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Carmichael Kiwanis	Other		Schoolyear 2020-21

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2019-20

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the actions described in 2019-20, were interrupted in March due to the conversion of distance learning in response to COVID 19.

Before COVID 19, DL:

Sending a team to PBIS professional development 4 full days throughout the year along with working with PBIS district personnel presenting de-escalation training and additional PBIS work proved successful in supporting students to feel safe and connected. This work also kept our suspension rate down. Our Attendance Plan focusing on celebrating students who come to school every day at school-wide assemblies receiving a certificate and token. Also at the assemblies, a classroom with the highest percentage for perfect attendance gets to spend a money allotment for their classroom that is decide by the students. A "perfect attendance" flag is flown when classrooms have perfect attendance along with the class gets recognized when they complete the nine letters in the "All Is Here" banner for every day of perfect attendance. Conitune Introducing Mindfulness practices within the classroom. outside

resource provided teachers to implement activities within their classrooms to support students ability to attend and focus their learning. Having bi-weekly meetings with the Student Support Center Team, counselor and social worker to address the needs of students and classrooms provided strategic decisions to support students with social-emotional needs.

COVID 19, March to June:

Weekly meetings with Student Support Center counselors tracked students not attending zoom meetings or assignment completion to minimize any barriers families were having. Counselors created newsletters with a variety of resources related to social-emotional concerns, issues that were given to all families via the school's multiple communication platforms. Counselors continued to meet with students via 1:1, friendship, and/or social skills groups.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Some of the actions described were cut short due to the pandemic. resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes of actions are largely to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction. The previous SPSA's goal #2, "Foster respectful, collaborative and reflective school ad district cultures that ensure academic success and social/emotional well-being for each student" was revised to the current two goals: Goal #1, Connected School Communities and Goal #2, Healthy Environments for Social-Emotional Growth.

Introduce 8-point Commitment via Professional Learning throughout year to develop how these will be integrated within the culture of the school via PBIS Team, PTA, ELAC, families and classrooms.

Lunch Bunch every week, all students invited.

## 2020-21

### Identified Need

School environment values all students and families to provide a foundation for effective learning. All stakeholders will cultivate, inclusive, safe, equitable, culturally responsive and healthy environments by integrating social-emotional learning.



## Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions of Safety	114 students with a 84.2%, overall rating of strongly agree/agree	Expect an increase of 6% for the overall.
Attendance	Before COVID 19, August to March, 2019-20 95.1%	Expect an increase of .5%
Chronic Absenteeism	Before COVID 19, August to March, 2019-20 11.4%	Expect a decrease of 3%
Home Suspensions	Before COVID 19, August to March, 2019-20, .51%	Expect to maintain this %
In Class Suspensions	Before COVID 19, August to March, 2019-20, .51%	Expect to maintain this %.
Distance Learning/Hybrid Model Engagement	Spring of 2020, overall 77.2%	Expect increase of 10%
Winter 2019-20 School Survey- Overall rating of questions of Sense of Belonging	116 students with a 72.4% overall rating of strongly agree/agree	Expect an increase 12% of the overall

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attend PBIS training, Cohort C and PBIS Team virtually planning days	X All Students English Learners Low-Income Students Foster Youth Other	PBIS Team District PBIS	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	School year 2020-21

2.2	Provide PBIS materials, incentives for recognizing positive behavior via tokens, certificates, personal notes from principal, lunch celebrations.	X All Students English Learners Low-Income Students Foster Youth Other	PBIS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School year 2020-21
2.3	Implementation of Equity/8-point Commitment: Books, Materials for staff, students, and families	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2020-21
2.4	Students referred to Student Study Team for action plan for academic and/or social/emotional needs	X All Students English Learners Low-Income Students Foster Youth Other	Site's SST team, Teachers school psychologist MTSS/SSC	Other		School year 2020-21
2.5	Referral to MTSS/SSC - for social and emotional support /	X All Students English Learners Low-Income Students Foster Youth Other	Student Support Center Team (MTSS) PBIS Team	Other		School year 2020-21

	counseling for students and families					
2.6	Parent Workshop for Technology safety and support: Go guardian, San Juan Parent App, Parent Portal	X All Students English Learners Low-Income Students Foster Youth Other	Principal, MTSS/SSC PBIS	Other		School year 2020-21
2.7		All Students English Learners Low-Income Students Foster Youth Other				
2.8	Develop attendance incentive plan. Provide weekly, monthly, trimester attendance incentives. Report attendance goals at Sings, Staff Meetings, School Site Council.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Attendance Clerk District Community Attendance liason	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School year 2020-21
2.9	Safety Team to re evaluate the Safety Plan that includes improving	X All Students English Learners Low-Income Students Foster Youth Other	Safety Team	LCFF Supplemental Site Allocation	300	School year 2020-21

	signage on school grounds. Catapult training and drills			4000-4999: Books And Supplies		
2.10	Provide additional Recreational Aide Allocation 1 hour per week, If traditional class time returns	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	2972	School year 2020-21
2.11		All Students English Learners Low-Income Students Foster Youth Other				
2.12		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the actions described in the 2019-20 SPSA, were interrupted in March due to the conversion to distance learning in response to COVID 19.

Prior to COVID 19, March 2020:

CAASPP ELA and Math

Due to no testing of CAASPP in spring of 2020, there is no comparison data to 2018-19 scores. However for both ELA and Math there had been an increase/decrease every other year with scores in 3rd to 5th grades up to 2019-2020. With potential learning loss due to COVID 19 and distance learning, hybrid model, comparison scores in the future will need to consider all the variables that affected student learning because of COVID 19.

MAP

We found that 49% of all students tested in grades 3-5/8 met or showed accelerated growth in Reading as measured by Fall-Winter, 2019 MAP scores.

We found that 35% of all students tested in grades 3-5/8 met or showed accelerated growth in Math as measured by Fall-Winter, 2019 MAP scores.

Due to replacing iReady assessments with MAP this school year, 2020-21, MAP will not be considered for progress monitoring.

#### TEXT LEVEL

By Trimester 2, 2019-20, 69% of all K-2 students met or exceeded grade level expectations.

By Trimester 2, 2019-20, 59% of K-2 low SES students(60) met or exceeded grade level expectations.

By Trimester 2, 2019-20, 46% of K-2 EL students(35) met or exceeded grade level expectations.

By Trimester 2, 2019-20, 50% of K-2 Homeless students(10) met or exceeded grade level expectations.

#### ELPAC

We found that 28.9% of all English Language Learners are at a level 1, 15.6% are at a Level 2, 37.8% are at a Level 3 and 17.8 % are at a Level 4 as measured by the ELPAC exam

spring, 2019

In Oral Language, we found that 26.7% of all English Language Learners are at a Level 1, 11.1% are at a Level 2, 37.8% are at a Level 3, and 24.4% are at a Level 4 as measured by the ELPAC exam spring, 2019

In Written Language, we found that 28.9% of all English Language Learners are at a Level 1, 37.8% are at a Level 2, 26.7% are at a Level 3, and 6.7% are at a Level 4 as measured by the ELPAC exam spring, 2019.

Results based on years in US schools: Percent of students scoring at level 4(14)14.3% less than one year, (12) 25%, 1-2 years, (8) 12.5%, 2-3 years, (8) 0% 3-4 years, (0), 4-5 years, (3) 66.7%, more than five years

Distance Learning, August to October, 2020:

Text Levels:

30% of all K-2 students met or exceeded grade level expectations.

20% of K-2 low SES (20)students met or exceeded grade level expectations.

22% of K-2 EL students(27) met or exceeded grade level expectations

0% of K-2 Homeless students(3) met or exceeded grade level expectations.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting

students and families through distance learning. Site Leadership Team intended to attend a Professional Learning Community conference to begin implementing this systematic model for using student data to improve academic achievement; this did not happen due to COVID 19. Also, data conversation days with each grade level along with planning days with each grade level were canceled for the last trimester.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes of actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. Previous SPSA goal # 1 is now the current SPSA goal #3.

Due to distance learning, resources and materials for students at home in asynchronous activities must be provided for to support synchronous activities within each classroom. Intervention will be a key to enhance learning for those that loss learning, so investigating additional materials/resources, tutoring to support these interventions will be critical for student progress.

**2020-21**

**Identified Need**

Consistent and sustainable growth in student academic outcomes.

1. Teachers understanding and implementing the Teaching and Learning Cycle, and specific pedagogical practices, to explicitly teach all content and genre to students in concert with a comprehensive balance literacy curriculum.
2. All teachers and support staff using CCSS, NGSS, and CA ELD essential standards in tandem to deliver integrated instruction that is grade-level appropriate and includes the necessary scaffolds for all students to be able to access the content.
3. Students engaging in structured academic discourse, oral and written, in all content areas.

Improve academic scores in ELA for all students by:

1. Teachers identifying student needs and targeted supports that will be the most beneficial for each student.
2. Utilization of Intervention staff to provide additional instruction at the level of each student.
3. All students receive core instruction in addition to special education supports, ELD instruction, Intervention, etc.

**Annual Measurable Outcomes**

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

Text Levels, F & P Running Records-K-2

30% of all K-2 students met or exceeded grade level expectations.  
20% of K-2 low SES (20)students met or exceeded grade level expectations.

Increase to 50% of all K-2 students met or exceeded grade level expectations.  
Increase to 35% of K-2 low SES (20)students met or exceeded grade level expectations.

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
	22% of K-2 EL students(27) met or exceeded grade level expectations 0% of K-2 Homeless students(3) met or exceeded grade level expectations.	Increase to 35% of K-2 EL students(27) met or exceeded grade level expectations Increase to 25% of K-2 Homeless students(3) met or exceeded grade level expectations.
iReady Math, 1st-2nd, Baseline: Fall of 2020-21	50% of 1st graders at grade level 34% of 2nd graders at grade level	Increase to 55% for 1st grade at grade level increase to 45% for 2nd grade at grade level
iReady Reading, 3rd-5th, Baseline: Fall of 2020-21	40% of 3rd graders at grade level 29% of 4th graders at grade level 18% of 5th graders at grade level	Expect increase to 50% for 3rd grade at grade level Expect increase to 45% for 4th grade at grade level Expect increase to 40% for 5th grade at grade level
iReady Math, 3rd-5th, Baseline: Fall of 2020-21	12% of 3rd graders at grade level 29% of 4th graders at grade level 11% of 5th graders at grade level	Expect increase to 35% for 3rd grade at grade level Expect increase to 45% for 4th grade at grade level Expect increase to 35% for 5th grade at grade level
iReady Reading, 1st-2nd, Baseline: 2nd Trimester	(will take for first time January of 2021)	Expected outcome, 40% average of 1st and 2nd grades at grade level
ELPAC, Percent of Students Scoring at Level 4 in 1-2 years and 2-3 years	25% of EL's in school 1-2 years scored level 4 12.5% of EL's in school 2-3 years scored level 4	Increase to 35% in school 1-2 years will score at level 4 Increase to 20% in school 2-3 years will score at level 4



Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide school supplies to ensure all students have the tools for asynchronous activities in DL	X All Students English Learners Low-Income Students Foster Youth Other	Principal Leadership Team Grade Level Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School year 2020-21
3.2	Provide learning packets for students to use during asynchronous activities in DL (printing)	X All Students English Learners Low-Income Students Foster Youth Other	Principal Leadership Team Grade Level Teams Support Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4000	School year 2020-21
3.3	Provide materials, take-home books for	X All Students English Learners Low-Income Students	Principal Leadership Team	LCFF Supplemental	1000	School year 2020-21

	students to use during asynchronous activities in DL	Foster Youth Other	Grade Level Teams Support Staff	tal Site Allocation 4000-4999: Books And Supplies		
3.4	Provide technology for distance learning instruction, doc cameras	X All Students English Learners Low-Income Students Foster Youth Other	Principal Leadership Team Staff	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	6000	School year 2020-21
3.5	Materials and resources such as books, learning games, subscriptions to Scholastic News, to support student learning at home and in classrooms.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Grade Level Teams	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	400	School year 2020-21
3.6	Provide online reading programs so all students in particular low	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemen tal Site Allocation	3200	School year 2020-21

	SES and EL's students have access to reading materials at home. Razz Kids-Plus			4000-4999: Books And Supplies		
3.7	Teacher curriculum materials to support instruction for DL	X All Students English Learners Low-Income Students Foster Youth Other	District	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400	School year 2020-21
3.8	In all curricular areas, establish system of ongoing system of support, including data conversations and collaborative conversations around CCSS, time to unpack units, and map out pacing and instruction	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Grade level teams	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1500	School year 2020-21

	during planning time. (Each grade level for trimester 3)					
3.9	Provide intervention support for students not meeting academic standards.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Grade Level team AIS	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3700	School year 2020-21
3.10	Provide PD integrating current instructional and assessment practices to be more effectively aligned with Common Core/essential standards.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Leadership Team District TOSA's	Other None Specified	0	School year 2020-21
3.11	Identify and provide appropriate intervention/enrichment instruction based on data analysis and	X All Students English Learners Low-Income Students Foster Youth Other	Staff Outside Sources Homeless and Foster Youth Support	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	750	School year 2020-21

	student progress towards goals. After school tutoring.					
3.12	Site ELAC coordinator - Schedule meetings and review data.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental Site Allocation None Specified	0	School year 2020-21
3.13	Provide Project GLAD materials and supplies: Color printer cartridges, paper.	X All Students English Learners Low-Income Students Foster Youth Other	District TOSA Leadership Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2020-21
3.14	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental English Learner Central	54220	School year 2020-21

	.5 FTE ELD Teacher					
3.15	Provide primary language support to EL students, and/or the targeted student population at emerging and expanding levels to support core content instruction in collaboration with classroom teachers. 1.0 FTE BIA	All Students X English Learners Low-Income Students Foster Youth Other	BIA	LCFF Supplemental English Learner Central	54211	School year 2020-21
3.16	Evaluate site technology resources and identify needs. Utilize relevant technologies to differentiate instruction and provide accessibility for students. Integrate technology	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Site's Technology Committee	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2020-21

	into teaching and learning.					
3.17		All Students English Learners Low-Income Students Foster Youth Other		Other None Specified		School year 2020-21
3.18		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Did not have this goal in previous years.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

### 2020-21



## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey Sense of Belonging	121 students rating of 69.4% on the specific question, "I feel like I am part of the school",	Expect to increase this rating to 80%
K-Kids, number of students participating	25 students from 3rd-5th with a 85% participation	Expect to increase between 26-30, with a 90% participation

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

## Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide K-Kids: elementary program under Kiwanis to support students in 3rd to 5th grades leadership work such as projects as: purchasing books that K-Kids will read to primary grade levels based on	X All Students English Learners Low-Income Students Foster Youth Other	Staff Advisors Kiwanis's Advisors	Other	0	

	<p>character education, possible leadership workshops for the K-Kids officers to attend. Community-base projects such as food drive. Fundraising.</p>					
4.2	<p>provide enrichment opportunities, either virtually or in person, including possible field trips, assemblies and virtual tours.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Grade level Teams</p>	<p>Other</p>	<p>0</p>	
4.3	<p>Clubs: Chess, Garden, Fine Arts</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>PTA, Community Organizations, Kiwanis</p>	<p>Other</p>	<p>0</p>	

# 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	\$142,903.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$2,972.00
LCFF Supplemental English Learner Central	\$108,431.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$142,903.00

Total of federal, state, and/or local funds for this school: \$142,903.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500	0.00
LCFF Supplemental Centralized Services (District Only)	2972	0.00
LCFF Supplemental English Learner Central	108,431	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	2,972.00
LCFF Supplemental English Learner Central	108,431.00
LCFF Supplemental Site Allocation	31,500.00
Other	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
	108,431.00
1000-1999: Certificated Personnel Salaries	6,450.00
2000-2999: Classified Personnel Salaries	2,972.00
4000-4999: Books And Supplies	20,850.00
5000-5999: Services And Other Operating Expenditures	4,200.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	2,972.00

	LCFF Supplemental English Learner Central	108,431.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,450.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	20,850.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,200.00
None Specified	LCFF Supplemental Site Allocation	0.00
	Other	0.00
	Other	0.00
None Specified	Other	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	850.00
Goal 2	4,672.00
Goal 3	137,381.00
Goal 4	0.00

# 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
Rebecca Loper	Principal
Jaclyn Loewe	Classroom Teacher
Tresa Imahara	Classroom Teacher
Brent Fanchar	Classroom Teacher
Katie Gallagher	Other School Staff
Madelyn Flink	Parent or Community Member
Vic Jacinto	Parent or Community Member
Melonie Phillip	Parent or Community Member
Don Lemmon	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:

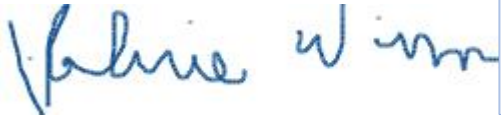
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 November 4, 2019.

Attested:



Principal, Rebecca Loper on November 2, 2020



SSC Chairperson, Brent Fancher on November 2, 2020

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Budget By Expenditures

## Albert Schweitzer Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$2,972.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Recreational Aide Allocation 1 hour per week, If traditional class time returns	2000-2999: Classified Personnel Salaries	\$2,972.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$2,972.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$108,431.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. .5 FTE ELD Teacher		\$54,220.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population at emerging and expanding levels to support core content instruction in collaboration with classroom teachers. 1.0 FTE BIA		\$54,211.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$108,431.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

# Albert Schweitzer Elementary School

**Funding Source: LCFF Supplemental Site Allocation**

**\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Evaluate site technology resources and identify needs.Utilize relevant technologies to differentiate instruction and provide accessibility for students.Integrate technology into teaching and learning.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Identify and provide appropriate intervention/enrichment instruction based on data analysis and student progress towards goals. After school tutoring.	1000-1999: Certificated Personnel Salaries	\$750.00	Engaging Academic Programs	
Site ELAC coordinator - Schedule meetings and review data.	None Specified	\$0.00	Engaging Academic Programs	
Provide Project GLAD materials and supplies: Color printer cartridges, paper.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Provide school supplies to ensure all students have the tools for asynchronous activities in DL	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs	
Provide learning packets for students to use during asynchronous activities in DL (printing)	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Engaging Academic Programs	
Provide materials, take-home books for students to use during asynchronous activities in DL	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Provide technology for distance learning instruction, doc cameras	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs	
Materials and resources such as books, learning games, subscriptions to Scholastic News, to support student learning at home and in classrooms.	4000-4999: Books And Supplies	\$400.00	Engaging Academic Programs	
Provide online reading programs so all students in particular low SES and EL's students have access to reading materials at home. Razz Kids-Plus	4000-4999: Books And Supplies	\$3,200.00	Engaging Academic Programs	

## Albert Schweitzer Elementary School

Teacher curriculum materials to support instruction for DL	4000-4999: Books And Supplies	\$400.00	Engaging Academic Programs
In all curricular areas, establish system of ongoing system of support, including data conversations and collaborative conversations around CCSS, time to unpack units, and map out pacing and instruction during planning time. (Each grade level for trimester 3)	1000-1999: Certificated Personnel Salaries	\$1,500.00	Engaging Academic Programs
Provide intervention support for students not meeting academic standards.	1000-1999: Certificated Personnel Salaries	\$3,700.00	Engaging Academic Programs
Provide Parent Workshops: Data Information, Essential Academic Standards, Math and Reading, Homework Support, PBIS, Social Emotional, MIndfulness	4000-4999: Books And Supplies	\$250.00	Connected School Communities
ELAC meetings held 3-5 times per year. Books, Resource materials,	4000-4999: Books And Supplies	\$200.00	Connected School Communities
Translate messages/events for our EL Families	5000-5999: Services And Other Operating Expenditures	\$200.00	Connected School Communities
K-Kids Kiwanis's Elementary School Leadership Organization, Projects such as food drives, Garden Club, events such as craft "take aways",	4000-4999: Books And Supplies	\$200.00	Connected School Communities
Attend PBIS training, Cohort C and PBIS Team virtually planning days	1000-1999: Certificated Personnel Salaries	\$500.00	Healthy Environments for Social-Emotional Growth
Provide PBIS materials, incentives for recognizing positive behavior via tokens, certificates, personal notes from principal, lunch celebrations.	4000-4999: Books And Supplies	\$200.00	Healthy Environments for Social-Emotional Growth
Implementation of Equity/8-point Commitment: Books, Materials for staff, students, and families	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth



## Albert Schweitzer Elementary School

Develop attendance incentive plan. Provide weekly, monthly, trimester attendance incentives. Report attendance goals at Sings, Staff Meetings, School Site Council.	4000-4999: Books And Supplies	\$200.00	Healthy Environments for Social-Emotional Growth
Safety Team to re evaluate the Safety Plan that includes improving signage on school grounds. Catapult training and drills	4000-4999: Books And Supplies	\$300.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide PD integrating current instructional and assessment practices to be more effectively aligned with Common Core/essential standards.	None Specified	\$0.00	Engaging Academic Programs	
Provide K-Kids: elementary program under Kiwanis to support students in 3rd to 5th grades leadership work such as projects as: purchasing books that K-Kids will read to primary grade levels based on character education, possible leadership workshops for the K-Kids officers to attend. Community-base projects such as food drive. Fundraising.		\$0.00	Clear Pathways to Bright Futures	
provide enrichment opportunities, either virtually or in person, including possible field trips, assemblies and virtual tours.		\$0.00	Clear Pathways to Bright Futures	
Clubs: Chess, Garden, Fine Arts		\$0.00	Clear Pathways to Bright Futures	

## Albert Schweitzer Elementary School

---

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Albert Schweitzer Elementary School Total Expenditures: \$142,903.00