

School Year: **2021-22**



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	June 7, 2021	September 28, 2021

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.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 7 times and was interested in how teachers were creating lessons to support student learning during distance learning and the hybrid model. Also, concerns about how families endure this year with daycare, work, the stress of becoming the "teacher" at home affecting behaviors such as anxiety, depression, lack of motivation to name a few.

Site Leadership Team met once a month discussing resources and technology support that teachers needed for distance learning. How to engage students/increase attendance for synchronous and asynchronous learning. Also, began to develop a plan for the Expanded Learning Opportunity.

ELAC met four times to provide a variety of resources, especially for technology support, and data for the committee and how to share this information with all of the EL families. Attendance was very limited due to zooms instead of the face-to-face meetings.

Stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss.

Staff- Grade levels met weekly with admin to discuss students attendance, engagement, classwork completion along with possible referral for the Student Study team that includes the counselors and academic interventionist.

Student Support Center Team- met twice a month to review any students' referrals along with how to support teachers with any social-emotional concerns. They created a monthly newsletter with resources and tips for parents to help cope during distance learning.

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 student's academic progress and social-emotional well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards.

Actions, specific actions in goals, are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective communication and support with technology.

Intervention: Student learning loss varies according to each student's circumstance. 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. Intervention will be critical to eliminating learning gaps.

Effective communication: Blackboard School messages, Schoolwide Dojo and Seesaw, Site's website, parent surveys, phone calls, emails.

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 been provided the training they need in order to use the technology effectively.

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: 2020-21

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 2020-2021 plan were interrupted due to the switch from distance learning to hybrid learning two-thirds of the way through the year.

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 starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described we were unable to provide due to the pandemic. Resources were re-allocated to support students throughout Distance Learning and as they transitioned to Hybrid 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 in actions are largely related to supporting distance learning, addressing learning loss, social-emotional welfare, and moving toward hybrid model of instruction.

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 2020-21

Expected Outcome 2021-22

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	X All Students English Learners Low-Income Students Foster Youth Other	PTA Executive Board Principal Staff	Other		School year 2021-22
1.2	PTA updates message board and website with relevant and upcoming information- including weekly bulletin. Principal Reports on	X All Students English Learners Low-Income Students Foster Youth Other	PTA President, Principal	Other		School year 2021-22

	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	1500	School year 2021-22
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	500	School year 2021-22
1.5	Collaborate with McKinney/Vento for student and family outreach: resources, tutoring	All Students English Learners Low-Income Students Foster Youth X Other Homeless	Principal, District Liaison Safe School Officer	Other		School year 2021-22

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 2021-22
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 2021-22
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 2021-22
1.9	Partnership with 1st Baptist Church of Fair Oaks: school supplies	X All Students English Learners Low-Income Students Foster Youth Other	Principal, 1st Baptist Church	Other		School year 2021-22

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 2021-22

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: 2020-21

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 goals, actions and strategies described in the 2020/2021 plan were cut short due to the COVID Pandemic and the implementation distance and hybrid learning. During the 2020-2021 school year classrooms continued the process of incorporating Mindfulness via Zooms. This created positive student engagement and increased an overall sense of connectedness to our learning community.

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 and hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance and hybrid learning models.

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.

**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 2020-21	Expected Outcome 2021-22
Attendance	2020-2021 regular attendance - 77.8%	Anticipate 10% increase
Chronic Absenteeism	2020-2021 chronically absent students - 13.1%	Anticipate 5% decrease
School Safety Survey - "Sense of Belonging" Questions	85.4% of participating students (89) rated school culture/sense of belonging as agree/strongly agree	Anticipate 5% growth and increased student participation
School Safety Survey - "Safety" Questions	86.9% of participating students (99) rated school safety as agree/strongly agree	Anticipate 4% growth and increased student 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
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	500	School year 2021-22

				Personnel Salaries		
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 2021-22
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 2021-22
2.4	Students referred to Student Study Team for action plan for academic and/or	X All Students English Learners Low-Income Students Foster Youth Other	Site's SST team, Teachers school psychologist MTSS/SSC	Other		School year 2021-22

	social/emotional needs					
2.5	Referral to MTSS/SSC - for social and emotional support / counseling for students and families	X All Students English Learners Low-Income Students Foster Youth Other	Student Support Center Team (MTSS) PBIS Team	Other		School year 2021-22
2.6	Parent Workshops for: math/reading/writing as support for their children, social-emotional, mindfulness, supporting their children with challenging behaviors,	X All Students English Learners Low-Income Students Foster Youth Other	Principal, MTSS/SSC PBIS	Other	1500	School year 2021-22
2.7		All Students English Learners Low-Income Students Foster Youth Other				
2.8	Develop attendance incentive plan. Provide weekly, monthly, trimester attendance	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	700	School year 2021-22

	incentives. Report attendance goals at Sings, Staff Meetings, School Site Council.					
2.9	Safety Team to re evaluate the Safety Plan that includes improving signage on school grounds. Catapult training and drills	X All Students English Learners Low-Income Students Foster Youth Other	Safety Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300	School year 2021-22
2.10	Provide additional Recreational Aide Allocation	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3000	School year 2021-22
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: 2020-21

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 2020-2021 plan were interrupted due to the switch from distance learning to hybrid learning two-thirds of the year.

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 and hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance and hybrid learning models.

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.

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

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 and Math 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 2020-21	Expected Outcome 2021-22
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. 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 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. 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

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		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

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

3.1		All Students English Learners Low-Income Students				
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		Foster Youth Other				
3.2		All Students English Learners Low-Income Students Foster Youth Other				
3.3	Provide technology/apps to support targeted skills/strategies to increase student engagement and progress.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Leadership Team Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2021-22
3.4	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 Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2021-22
3.5	Provide online reading programs so all students in particular low	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation	3200	School year 2021-22

	SES and EL's students have access to reading materials at home. Razz Kids-Plus			4000-4999: Books And Supplies		
3.6	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)	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	15000	School year 2021-22
3.7	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	1000	School year 2021-22

				Personnel Salaries		
3.8	Identify and provide appropriate intervention/enrichment instruction based on data analysis and student progress towards goals. After school tutoring.	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	1500	School year 2021-22
3.9	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 2021-22
3.10	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	3200	School year 2021-22

3.11	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental English Learner Central	108126	School year 2021-22
3.12	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. .75 FTE BIA	All Students X English Learners Low-Income Students Foster Youth Other	BIA	LCFF Supplemental English Learner Central	52845	School year 2021-22

3.13	Evaluate site technology resources and identify needs.Utilize relevant technologies to differentiate instruction and provide accessibility for students.Integrate technology into teaching and learning.	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 2021-22
3.14		All Students English Learners Low-Income Students Foster Youth Other		Other None Specified		School year 2021-22
3.15		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: 2020-21

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 2020-2021 plan were interrupted due to the switch from distance learning to hybrid learning two-thirds of the way through the year.

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 starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described we were unable to provide due to the pandemic. Resources were re-allocated to support students throughout Distance Learning and as they transitioned to Hybrid Learning. 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.

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.

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 2020-21	Expected Outcome 2021-22
School Safety Survey - "Sense of Belonging" Questions	85.4% of participating students (89) rated school culture/sense of belonging as agree/strongly agree	Anticipate 5% growth and increased student participation
Student Leadership - number of students participating	25 students from grades 3-5	Anticipate increasing to 50+ students in grades 3-5

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 Student Leadership Opportunities including Principal's Student Leadership Team, Tall	X All Students English Learners Low-Income Students Foster Youth Other	Staff Advisors Kiwani's Advisors	Other	200	School year 2021-22

	<p>Buddies, and 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.</p>					
4.2	<p>Provide enrichment opportunities, either virtually or in person, including</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Grade level Teams</p>	<p>Other</p>	<p>2000</p>	<p>School year 2021-22</p>

	possible field trips, assemblies, and STEM clubs					
4.3	Clubs: Chess, Garden, Fine Arts	X All Students English Learners Low-Income Students Foster Youth Other	PTA, Community Organizations, Kiwanis	Other	1000	School year 2021-22

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	\$200,171.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,000.00
LCFF Supplemental English Learner Central	\$160,971.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$4,700.00

Subtotal of state or local funds included for this school: \$200,171.00

Total of federal, state, and/or local funds for this school: \$200,171.00

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)	3,000	0.00
LCFF Supplemental English Learner Central	160,971	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	160,971.00
LCFF Supplemental Site Allocation	31,500.00
Other	4,700.00

Expenditures by Budget Reference

Budget Reference	Amount
	164,671.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	13,300.00
5000-5999: Services And Other Operating Expenditures	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)	3,000.00

	LCFF Supplemental English Learner Central	160,971.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	18,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	200.00
None Specified	LCFF Supplemental Site Allocation	0.00
	Other	1,000.00
	Other	3,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,400.00
Goal 2	6,700.00
Goal 3	187,871.00
Goal 4	3,200.00

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:

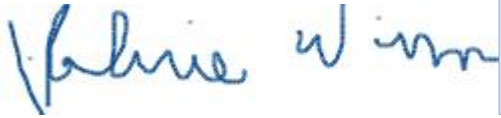
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 June 7th, 2021.

Attested:



Principal, Rebecca Loper on June 7th, 2021



SSC Chairperson, Brent Fancher on June 7th, 2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Albert Schweitzer Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Recreational Aide Allocation	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$160,971.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD Teacher		\$108,126.00	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. .75 FTE BIA		\$52,845.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$160,971.00		
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	
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	\$700.00	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	
Provide technology/apps to support targeted skills/strategies to increase student engagement and progress.	4000-4999: Books And Supplies	\$1,000.00	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	\$1,000.00	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	
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	\$15,000.00	Engaging Academic Programs	
Provide intervention support for students not meeting academic standards.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs	

Albert Schweitzer Elementary School

Identify and provide appropriate intervention/enrichment instruction based on data analysis and student progress towards goals. After school tutoring.	1000-1999: Certificated Personnel Salaries	\$1,500.00	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	\$3,200.00	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	\$1,500.00	Connected School Communities
ELAC meetings held 3-5 times per year. Books, Resource materials,	4000-4999: Books And Supplies	\$500.00	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

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
Parent Workshops for: math/reading/writing as support for their children, soical-emoitonal, mindfulness, supporting their children with challenging behaviors,		\$1,500.00	Healthy Environments for Social-Emotional Growth	
Provide Student Leadership Opportunities including Principal's Student Leadership Team, Tall Buddies, and 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.		\$200.00	Clear Pathways to Bright Futures	
Provide enrichment opportunities, either virtually or in person, including possible field trips, assemblies, and STEM clubs		\$2,000.00	Clear Pathways to Bright Futures	
Clubs: Chess, Garden, Fine Arts		\$1,000.00	Clear Pathways to Bright Futures	

Other Total Expenditures: \$4,700.00

Other Allocation Balance: \$0.00

Albert Schweitzer Elementary School

Albert Schweitzer Elementary School Total Expenditures: \$200,171.00