

The Single Plan for Student Achievement

School: Albert Schweitzer Elementary School
CDS Code: 34-67447-6034896
District: San Juan Unified School District
Principal: Matt English
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 11/19/13.

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School Mission

Albert Schweitzer Elementary School's Mission Statement

Mission Statement:

Schweitzer Elementary School is a dedicated community of staff, parents, and students working towards a shared vision. We are committed to the development of the whole child by advancing intellectual development, instilling a sense of responsibility, encouraging the spirit of cooperation, promoting a healthy lifestyle and cultivating the legacy of Albert Schweitzer's compassion for humanity and all living things.

School Profile

Albert Schweitzer Elementary is one of 35 elementary schools in the San Juan Unified School District. The 386 students attending Schweitzer are 68% white, 18% Hispanic or Latino, 7% African American, 3% Asian, 1% Filipino, American Indian, and Pacific Islander. Our school provides a comprehensive academic program based on state standards. Schweitzer has two SDC LH classrooms, one for our kinder to second grade LH students, and the other for our 3rd - 5th grade LH students. Our school is in its fifth year of writer's workshop, fourth year of reader's workshop and third year of critical literacy. The K-2 grade levels have begun their first year of critical math. We believe students can achieve at high levels and we tailor our instructional practices to challenge and support all students.

The goal of Schweitzer School is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level. We believe every child can achieve academic success. To this end, every child is provided with quality instructional experiences which recognize, support and maintain high expectations for all students.

With parents and teachers working together as a team, towards the same goal, every child will succeed. In order to give each child the best opportunity for success, we keep children first in all that we do. This is our core value and common cause.

We also believe that children need exposure to and instruction in the arts. We hold a weekly whole school "sing" where we sing traditional and new songs. This has been in place for many years and is a well-loved tradition of our school. We additionally host two plays every year directed by parents as well as provide classes in art and music.

At Schweitzer School, we take the business of loving and teaching children seriously. Each person at our school approaches his/her task with a keen understanding of the honor that it is to be able to touch the future through our children.

Comprehensive Needs Assessment Components

Introduction

In January of 2014, 14 planning team members, representing Schweitzer teachers, classified staff, parents, and community members will meet for a total of two days to carve out the direction and focus for our school for the next three years. This

process, known as strategic planning, will help us identify a mission statement that reflects our unique niche; develop concrete, measurable objectives impacting student achievement and success; and create tactics and action plans that are essential to accomplishing our mission.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

During the initial two day planning meeting, the team will look at multiple data points and performance measures to assess progress and identify areas of needs.

The Schweitzer leadership team and staff analyzed the current CST data, looking at overall trends over the past 4 years, results from students in the 2012-13 school year as well as the results of current students for the 2013-14 school year in order to reflect upon effectiveness of classroom practices and plan for the diverse needs of the current student population.

From 2010-2012, Schweitzer made gains in API and the percentage of students proficient or advanced at all grade levels in language arts and math increased. Conversely, In 2013, Schweitzer's API dropped 31 points to 813. The state recognizes an overall API of 800 as proficient. Each tested grade level (2-5) dropped in the percentage of students proficient or advanced in language arts and math, with the exception of 5th grade, which gained 6 points in math and remained the same as the previous year in language arts.

Grade	ELA	2013	2012	Math	2013	2012
2nd		43%	65%		62%	74%
3rd		42%	51%		71%	79%
4th		72%	75%		81%	80%
5th		67%	67%		77%	71%

Schweitzer's smaller student groups did not reach API targets in language arts. All students dropped 31 points, but met the target, and white student dropped 17 points, but still met the target. Socioeconomically disadvantaged students, Schweitzer's 2nd largest subgroup at 43%, dropped 33 points and did not meet the target with an API of 755. Hispanic or Latino students dropped 83 points, English learners dropped 14 points, and students with disabilities dropped 44 points.

Socioeconomic Disadv. vs. Not Socioeconomic

Math= 57.14% Math= 81.75%
 L/A = 37.36% L/A = 66.67%

The differences in proficiency levels among student groups reveal an achievement gap between our socioeconomically disadvantaged students and their non-socioeconomically disadvantaged peers. The wide range of proficiency levels within each classroom can only be addressed using ongoing formative assessment within the workshop model. Explicit instruction, daily small group instruction, and targeted intervention in reading are needed to improve proficiency by the end of the year. Additionally, a review of the fall administered Measure of Academic Progress (MAP test) data revealed high standard deviations within classroom and grade levels in reading. The standard deviation identifies the range of ability within a grade level. A standard deviation of 12-13 is considered acceptable. Grades 3-5 reported standard deviations of 15-21 overall. This result is further evidence for the need to differentiate instruction daily to meet the wide range of ability levels in each classroom.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The planning team will review and discuss trends in enrollment, available financial and volunteer resources, parent/staff/student surveys, enrollment trends, demographics, and attendance.

Schweitzer School has an extremely active P.T.A. There are approximately 150 parent volunteers working at Schweitzer on a regular basis. As a sampling, many parents help in the classroom, assist the teachers with special projects, serve as science docents, garden and beautify the campus, drive and chaperone field trips, serve on committees, direct or assist in school wide plays, help at school functions such Fall Festival or teach as Art Docents.

Parents are encouraged to be active participants in the Parent Teacher Association and volunteer in the school utilizing their skills, gifts, and passions in various capacities. The PTA will develop a calendar of events prior to the start of the school year. The calendar of events will be sent home with students in the first day packets. A survey of parent skills and gifts will be given out to parents each year. All parents will be encouraged to donate time to work in any capacity at the school each year. Parent volunteers will receive on-site training and protocols/directions for parents will be established. Parents are encouraged to serve on the School Site Council.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

The planning team will continue to have discussions of critical issues arising from a review of current data.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	272	238	215	212	173	148	6	7	6	11	9	9
Growth API	819	843	813	834	861	845				822		
Base API	790	819	844	795	834	862				750	822	
Target	5	A	A	5	A	A						
Growth	29	24	-31	39	27	-17						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	33	35	37	44	33	29	89	89	89	36	32	33
Growth API	765	786	704	739	753	738	734	788	755	629	651	607
Base API	750	765	787	672	739	753	712	734	788	491	629	651
Target							5	5	5			
Growth							22	54	-33			
Met Target							Yes	Yes	No			

Conclusions based on this data:

1. In 2013, Schweitzer's growth API dropped 31 points to 813.
2. Of Schweitzer's significant subgroups, Socioeconomically disadvantaged students dropped 33 points and did not meet the growth target for 2013.
3. Although not considered significant subgroups due to the number of students tested, Hispanic, English learners, and students with disabilities are underperforming in comparison with their white peers.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	98	100	100	100	100	100	100	100
Number At or Above Proficient	164	154	118	133	117	92	--	--		7	--	
Percent At or Above Proficient	60.3	64.7	54.9	62.7	67.6	62.2	--	--	--	63.6	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	98	100	100	93	100
Number At or Above Proficient	17	20	14	12	14	10	35	48	36	12	13	9
Percent At or Above Proficient	51.5	57.1	37.8	27.3	42.4	34.5	39.3	53.9	40.4	33.3	40.6	27.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. Adequate yearly progress was not met for all students and significant subgroups. This further underscores the need to address achievement for all students within the strategic plan.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	98	100	96	98	100	100	100	100	100	100	89
Number At or Above Proficient	180	183	153	145	139	113	--	--		7	--	
Percent At or Above Proficient	69.0	77.2	71.5	71.8	80.8	76.4	--	--	--	63.6	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	97	96	98	99	75	90	100
Number At or Above Proficient	20	23	20	23	19	17	45	58	52	13	19	13
Percent At or Above Proficient	60.6	65.7	54.1	52.3	57.6	60.7	53.6	65.2	59.1	48.1	61.3	39.4
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. Adequate yearly progress in math was not met for the general population and/or significant subgroups.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	7	1	7	4	27	9	60	15
1			***** *	***	***** *	***			***** **	***	*****
2					***** *	***					*****
3							***** *	***			*****
4									***** **	***	*****
Total			2	9	3	14	5	23	12	55	22

Conclusions based on this data:

1. Of the 19 students to take the initial assessment, 78.9%, or 15, of them scored in the Beginning or Early Intermediate range.
2. Of the 19 students to take the initial assessment, 3 students or 15.8% tested in the Intermediate range, while 1 student or 5.3% tested in the Early Advanced range.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1					5	50	2	20	3	30	10
2			2	40	2	40			1	20	5
3			1	14	4	57	1	14	1	14	7
4			1	14	4	57	2	29			7
5			4	44	3	33			2	22	9
Total			8	21	18	47	5	13	7	18	38

Conclusions based on this data:

1. Of the 38 students tested, 68.5% of the students tested in the Intermediate or Early Advanced range.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	7	1	7	4	27	9	60	15
1			1	8	6	46	2	15	4	31	13
2			2	33	3	50			1	17	6
3			1	13	4	50	2	25	1	13	8
4			1	11	4	44	2	22	2	22	9
5			4	44	3	33			2	22	9
Total			10	17	21	35	10	17	19	32	60

Conclusions based on this data:

1. As students continue to gain access to language and language rich instruction, the majority of students in upper grades will be found scoring in the intermediate to early advanced ranges whereas students in lower grades will more likely score in the beginning to early intermediate range.
2. 78% of fifth graders, 63% of 3rd and 4th graders, 83% of 2nd graders, and 58% of 1st graders tested in the intermediate to early advanced range as students continue to be given scaffolded opportunities in class to read, write, listen, and speak.
3. 92.9% of Kindergartners scored in the Beginning range.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	0	36	38
Percent with Prior Year Data	--	100.0%	100.0%
Number in Cohort	0	36	38
Number Met	--	22	18
Percent Met	--	61.1%	47.4%
NCLB Target	54.6	56.0	57.5
Met Target	*	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6	0	41	10	47	9
Number Met	--	--	6	--	4	--
Percent Met	--	--	14.6%	--	8.5%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	No	*	No	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. Currently insufficient data to draw conclusions.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Albert Schweitzer Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	66.2	91.9	74.1	90
	African Am				90
	Hispanic		81.3		90
	Low SES	60.0	89.3	71.4	90
	English Lnr				90
	Special Ed	27.3			90
Ovl	Growth API	819.0	843.0	813.0	800
	African Am				800
	Hispanic	765.0	786.0		800
	Low SES	734.0	788.0	755.0	800
	English Lnr	739.0	753.0		800
	Special Ed	629.0	651.0		800
2	Reading on grade level (gr 2-11)	60.3	63.0	51.3	90
	African Am			27.3	90
	Hispanic	51.4	51.2	32.6	90
	Low SES	43.7	52.6	34.0	90
	English Lnr	23.5	51.9	50.0	90
	Special Ed	37.8	48.8	42.1	90
2	Math at grade level (gr 2-7)	66.7	74.4	68.5	90
	African Am			36.4	90
	Hispanic	62.9	61.0	53.5	90
	Low SES	54.4	62.9	53.9	90
	English Lnr	23.5	51.9	50.0	90
	Special Ed	37.8	48.8	42.1	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.		61.1		70
3	Pct of students abs>10% (gr K-8)	9.2	10.6	16.2	3
	African Am	5.9	27.8	37.8	3
	Hispanic	14.3	15.2	21.4	3
	Low SES	11.1	18.6	27.0	3
	English Lnr	5.4	8.5	17.2	3
	Special Ed	15.8	11.3	18.7	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	1.1	1.3	1.4	<2
	African Am		6.7	2.7	<2
	Hispanic	3.4	2.7	1.2	<2
	Low SES	1.9	2.4	1.8	<2
	English Lnr	3.2			<2
	Special Ed	5.4	6.0	6.7	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Improved ability to read and understand complex text		105 94.3%	51 88.2%	8 100.0%		
Improved written communication skills		106 93.4%	51 92.2%	8 100.0%		
Improved spoken/oral communication skills		103 85.4%	50 84.0%	8 100.0%		
Improved ability to solve complex problems		105 86.7%	49 71.4%	8 87.5%		
Improved ability to use technology to find information/solve problems		104 73.1%	51 70.6%	8 37.5%		
Improved ability at working with other students on problems/projects		103 83.5%	51 86.3%	8 87.5%		
Improved leadership skills		106 76.4%	51 70.6%	9 55.6%		
Encouraged to share knowledge/ideas in a creative way		104 83.7%	51 64.7%	8 100.0%		
Curiosity/imagination is fostered		104 91.3%	50 80.0%	10 100.0%		
School promotes academic success of all students.		102 83.3%		9 100.0%		
Personalized Learning						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Academic goals have been collaboratively set and monitored.		99 64.6%	49 81.6%	7 71.4%		
Students have a learning plan/4-year plan.		92 31.5%	50 34.0%	6 66.7%		
Students are challenged at school through high standards of academic performance.		102 93.1%	50 78.0%	9 100.0%		
Character Education						
	<i>Pct Most/All of the Time (character)</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Students model RESPECT at this school.		105 77.1%	51 80.4%	11 72.7%		
Students model RESPONSIBILITY at this school.		101 82.2%	51 66.7%	11 72.7%		
Students model HONESTY at this school.		104 65.4%	51 74.5%	10 70.0%		
Students model CARING at this school.		104 73.1%	50 68.0%	11 90.9%		
Students model COOPERATION at this school.		102 79.4%	50 72.0%	11 81.8%		
Students model COURAGE at this school.		102 65.7%	50 60.0%	11 63.6%		
The school fosters an appreciation of student diversity and respect for each other.			49 89.8%	11 90.9%		
Parent/Family Involvement						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Parents are well-informed about their child's progress in school.		103 87.4%				
Teachers provide information about a child's performance to parents who speak a language other than English.		43 79.1%			9 66.7%	
Teachers promptly contact parents when he/she is concerned about their child's progress.		102 82.4%			9 88.9%	
Teachers are responsive to parents when they call or want to meet.		102 92.2%			10 90.0%	
Teachers send home work or ideas that help parents support their students at home.		102 86.3%			9 77.8%	
Adults/staff in the office are helpful when parents/students come in or call.		103 89.3%	51 78.4%			
Translated materials (or a translator) for my language are available when parents come to school.		40 52.5%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		100 84.0%				
The school keeps parents well-informed about school activities.		103 90.3%				
I speak a language other than English and I receive general information from my student's school in my language.		43 81.4%				
This school offers parents opportunities to be involved in school and classroom activities.		102 92.2%			10 90.0%	
Parents are invited to meetings where the school's academic performance is discussed.		102 79.4%				
This school actively seeks the input of parents before making important decisions.		101 70.3%				

Conclusions based on this data:

1. The mixed results of parents, students, and teachers around character education suggests a need for common language and agreements.
2. An area of focus in 21st Century Skills is the students' ability to use technology to find information and solve problems.
3. Parents, students, and teachers agree that written communication skills continue to improve at Schweitzer.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: English-Language Arts
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #1:
We will ensure all staff are implementing effective instructional strategies, and utilizing assessment data to actively engage each student in order to increase achievement on national core standards.
Data Used to Form this Tactic:
CST data examined at the beginning of the year to create goals for all students (Grades 2-5) Fountas and Pinnell running record assessments reviewed from previous school year and Fall assessment(Grades 1-5) Fall NWEA Measures of Academic Progress (Grades 3-5)

Findings from the Analysis of this Data:

CST Data:
White students (68% of population) dropped 17 points - 63.51% proficient or advanced
Socioeconomically disadvantaged (42% of pop.) dropped 33 points - 37.36% proficient or advanced
Hispanic/Latino (39 students) dropped 20% - 35.90% proficient or advanced

Levels of Proficiency at Grade Levels:
Second grade 43% proficient (drop of 22 percentage points)
Third grade 42% proficient (drop of 9 percentage points)
Fourth grade 72% proficient (drop of 3 percentage points)
Fifth grade 67% proficient (same as previous)

Fall MAP Data:
Third grade - Mean RIT = 185.4 (Basic) National Norm = 189.9 Standard Deviation: 21.9 By Spring, will need RIT of 202 for proficiency, 208 for college readiness. Average growth = 9.3. Third grade overall will need growth of about 17 points which is nearly double the average growth for third grade to reach proficiency.

Fourth grade - Mean RIT = 199.2 (Proficient) National Norm = 199.8 Standard Deviation: 17 By Spring, will need RIT of 202 for proficiency, 215 for college readiness. Average growth = 6.9. Fourth grade overall will meet proficiency with average growth, but range of ability (s.d.=17) will need to be addressed.

Fifth grade - Mean RIT = 208.1 (Proficient) National Norm = 207.1 Standard Deviation: 15.3 By Spring, will need 210 for proficiency, 220 for college readiness. Average growth = 5.2. Fifth grade is projected to meet proficiency by spring.

Fountas & Pinnell Running Record Assessment:
General finding that students returning from summer vacation dipped in reading level or made little to no growth.

Related Objective and how it will be Measured:

Students' independent reading level will be monitored regularly throughout the year using the Fountas & Pinnell Assessment System. Students will demonstrate proficiency by reaching the following benchmarks:

Kinder: By Nov. - A/B, By March - C, By June - D/E
1st: By Nov. - F/G, By March - H/I/J, By June - I/J/K
2nd: By Nov. - J/K/L By March- L/M By June - M
3rd: By Nov.- N By March - O By June - P
4th: By Nov.- Q/R By March - R/S By June - S/T
5th: By Nov. - T By March - U By June - V

Third through fifth grade students' progress in reading will be monitored three times per year using the NWEA Measures of Academic Progress (MAP).

3rd:

September - RIT of 194

December - RIT of 198 or average growth of 4.7 points

May - RIT of 202 or average growth of 9.3 points

4th:

September - RIT of 196

December - RIT of 198 or growth of 3.4 points

May - RIT of 202 or growth of 6.9 points

5th:

September - RIT of 205

December - RIT of 207 or growth of 2.7 points

May - Rit of 210 or growth of 5.2 points

Writing will be assessed in all three genres (Narrative, Informational, & Opinion/Argument) throughout the year using an agreed upon rubric.

Narrative: November 14, 2013

Informational: March 6, 2014

Opinion/Argument: May 15, 2014

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Balanced Literacy: Writers Workshop:</p> <p>The Workshop process and strategy will also naturally be utilized in teaching all subject matters.</p>	8/15/2013 - 6/4/2014	All grade level teachers and support staff	The Writing Workshop process will be utilized in all classrooms.	None Specified		
	Narrative: 11/14/2013	All grade level teachers	Through the school-wide implementation, students will be developing strong writing, thinking, and communication skills.			
	Informational: 3/6/2014	All grade level teachers	Student Writing Celebrations will showcase student work in the different writing genres. Families will be invited to each celebration.	None Specified		
	Opinion/Arg: 5/15/2013	All grade level teachers	Evidence of writing development will be shown through trimester writing on-demands. These on-demands will be scored with a common rubric.	None Specified		
				Grade levels will work collaboratively in scoring. Each trimester will focus on a different genre.	None Specified	
			The staff will orient themselves to the Writing Pathways Assessment system, and engage in a staff "norming" meeting prior to scoring student work.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>The staff will identify an "anchor" paper for each level of proficiency within each writing genre.</p> <p>The staff will engage in a gallery walk to review the school wide writing across grade levels.</p> <p>Teachers college rubrics will be evaluated and compared with the results attained from previously used rubrics.</p>	None Specified		
1.2 Comprehensive Balanced Literacy:	<p>8/15/2013 - 6/4/2014</p> <p>Running Record: 11/18/2013 - Running Record Report</p> <p>3/5/2013 - Running Record Report</p> <p>5/23/2013 - Running Record Report</p> <p>Critical Literacy:</p>	<p>All grade level teachers and academic support staff</p> <p>All grade level teachers</p> <p>All grade level teachers</p> <p>All grade level teachers</p>	<p>All teachers will use the comprehensive literacy model of instruction, including Readers' Workshop interactive read-aloud, shared reading, guided reading, independent reading, word work including phonemic awareness phonics, spelling, and grammar, Speaking and listening will be integrated through all components of the Balanced Literacy model.</p> <p>A leveled library has been created for teacher check out for guided reading and book clubs.</p>	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	8/19 & 8/20/13 9/23, 9/24, 9/25 11/7 & 11/8, 12/16, 12/17, 12/18/13, 2/14, 2/13/14 3/24, 3/25, 3/26, 5/12, 5/13/14	All grade level teachers	Students will receive explicit instruction in order to develop reading proficiency and the habits of life long readers . Every classroom has a library of books so all students have continual access to "just right" books. Students will be assessed throughout the year using the assessments defined in Schweitzer's assessment matrix. Continued training in Critical Literacy. Critical Literacy lessons taught 30 minutes per day, 4 days per week.	None Specified 4000-4999: Books And Supplies None Specified None Specified		
1.3 Best First Teaching: Active Learning:	8/15/2013 - 6/4/2014 Data Conversations & Focus Students: December 2013 March 2014 May 2014	All grade level teachers and academic support staff	All classrooms will implement instructional practices for equitable and engaging student learning. (Practices include, but are not limited to: wait time, multiple approaches to monitor student understanding, meta-cognition (self-talk), higher order questioning, and random response strategies.)	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>All classrooms will implement English Learner modifications through Specially Designed Academic Instruction in English (SDAIE) strategies to reduce linguistic demands. (Strategies include: comprehensible input, contextual clues, supplementary materials use, materials adaptations, and vocabulary development.)</p> <p>All English Learners will consistently receive quality English Language Development (ELD).</p> <p>Flexible small group instruction will be available to student</p> <p>1/2 day release for each grade level to meet with the principal to have conversations around data and focus students (3 times per year)</p>	<p>None Specified</p> <p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p>		
<p>1.4 Integration of Arts: Integration of visual and performing arts to conform to the California State Standards (dance, music, art, theater). Our arts integration happens within the regular classroom as well as prep classes and in after school offerings.</p>	8/15/2013 - 6/5/2014	Classroom teachers, Prep Teachers, Music Specialists, Parent Volunteers	Starstruck Dance Performance--6 weeks of dance instruction (each class 30 minutes per week) to culminate in 2 night performances (April 9 and 10)	None Specified	Other	3500

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Art Class two days per week. Each class receives instruction 1 time per week.	None Specified		
			Music class instruction 1 day per week offered as prep.	None Specified		
			Whole school sing every Thursday morning.	None Specified		
			PTA upper and lower grade plays.	None Specified		
			After school choir and band 1 time per week for each.			
1.5 Critical Literacy Professional Development: All teachers will attend Critical Literacy training and will teach Critical Literacy Seminars according to the scope presented by "Just Think Literacy." As a result of this teaching, students will deepen their thinking and meaning making with text. Evidence of the seminar teaching will be posted in all classrooms. Students will be assessed formatively throughout each seminar and summatively at the end of each seminar.	8/15/2013 - 6/4/2014 Trainings and support: 8/19 & 8/20/13 9/23, 9/24, 9/25 11/7 & 11/8, 12/16, 12/17, 12/18/13, 2/14, 2/13/14 3/24, 3/25, 3/26, 5/12, 5/13/14	All classroom teachers, Literacy support staff, Principal	Each staff member attends grade level trainings and develops an essential question or inquiry for their grade level.	None Specified		
			Maintain books and materials, and purchase necessary replacements and/or supplements.	4000-4999: Books And Supplies		
			Each grade level will attend site support from Just Think Literacy consultants.	None Specified		
			Principal will develop an inquiry for school wide examination.	None Specified		
			Purchase necessary classroom materials to support critical literacy instruction.	4000-4999: Books And Supplies		

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Mathematics
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #2:
The Common Core calls for students to make sense of problems and persevere, reason abstractly and quantitatively, construct arguments and critiques the reasoning of others, model mathematics, attend to precision, look for and make use of structure, use appropriate tools, and express regularity in repeated reasoning. Students will require a greater understanding than previously taught as to not rely so heavily on procedures. Procedural knowledge will no longer support students in flexibly engaging in the mathematical practices called out in the common core. Therefore, we will ensure all staff are implementing effective instructional strategies, and utilizing assessment data to actively engage each student in order to increase achievement towards the common core standards.
Data Used to Form this Tactic:
CST Data Fall NWEA Measures of Academic Progress

Findings from the Analysis of this Data:

CST Data:

Schoolwide 71.43% proficient in Mathematics

Socioeconomically disadvantaged students (43% of population) 57.14% proficient (24% lower than students not disadvantaged)

Hispanic/Latino 35.9% proficient

Second grade proficiency 62% (12 percentage point decrease)

Third grade proficiency 71% (8 percentage point decrease)

Fourth grade proficiency 81% (1 percentage point increase)

Fifth grade proficiency 77% (6 percentage point increase)

Fall MAP Data:

3rd:

Mean RIT score: 189 (proficient) National Norm: 192.1 Standard Deviation: 16.5 Need an average growth of 11 points by spring.

4th:

Mean RIT score: 202.6 (proficient) National Norm: 203.8 Standard Deviation: 12.1 Need an average growth of 8.7 points by spring.

5th:

Mean RIT score: 212.6 (proficient) National Norm: 212.9 Standard Deviation: 15.7 Need an average growth of 8.1 points by spring.

Related Objective and how it will be Measured:

Increased staff proficiency in instruction, formative assessment, and performance assessment as measured by increased student proficiency in problem solving, counting, knowing 1 more or 1 less, knowing combinations of ten, doubles, making tens strategy to add, knowing ten more, adding groups of ten, combining tens and ones, and finding the difference of two numbers-- As measured by Just Think Math formative assessment.

Students maintain average to above average growth as measured by the Measures of Academic Progress assessment in the winter of 2013 and spring of 2014.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Just Think Math Professional Development: As a result of this work, students will deepen their understanding of mathematical practices and strengthen their problem solving abilities. Students will be assessed formatively throughout each seminar.	8/12/13 - 6/4/2014	K-2 Teachers	All K-2 teachers will attend Critical Math training.	None Specified		
	Training Dates: 8/12-8/13/13	K-2 Teachers	K-2 will teach Critical Math Seminars	None Specified		
	9/3 -9/4/2013	K-2 Teachers	according to the scope presented by "Just Think Math."			
	9/30-10/1/2013	K-2 Teachers				
	10/28-10/29/13	All Grade Level teachers	Four times per year grades 3-5 will attend a half day training with the Just Think Math consultant to bridge the work being done at the K-2 level.	1000-1999: Certificated Personnel Salaries		2160
	12/2-12/3/13	All Grade Level teachers				
	2/3-2/4/14	K-2 Teachers	Purchase supplies and materials necessary to the support of the Just Think Math seminars.	4000-4999: Books And Supplies		1500
	3/31 - 4/1/14	All Grade Level teachers				
	4/28 - 4/29/14	All Grade Level teachers	Provide release time to grade levels for planning, prepping, and assessing.	1000-1999: Certificated Personnel Salaries		2835
5/27 - 5/28/14	K-2 Teachers	Communicate the shift in math to parents - Schweitzer Math Night.	5800: Professional/Consulting Services And Operating Expenditures			
2.2 Ongoing progress monitoring of 3rd through 5th grade students. Students will continue to get the necessary practice for future computer based Smarter Balance testing.	Fall: September 2013	All 3rd - 5th grade students	MAP assessment will be given once in the fall, winter, and spring using Google Chromebooks.	None Specified		
	Winter: December 2013	All 3rd-5th grade students				
	Spring: May 2014	All 3rd-5th grade students				

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.3 Best First Teaching: Active Learning:	8/15/2013 - 6/4/2014	All grade level teachers, support staff.	All classrooms will implement instructional practices for equitable and engaging student learning. (Practices include, but are not limited to: wait time, multiple approaches to monitor student understanding, meta-cognition (self-talk), higher order questioning, and random response strategies.)	None Specified		
			All classrooms will implement English Learner modifications through Specially Designed Academic Instruction in English (SDAIE) strategies to reduce linguistic demands. (Strategies include: comprehensible input, contextual clues, supplementary materials use, materials adaptations, and vocabulary development.)	None Specified		
			All English Learners will consistently receive quality English Language Development (ELD). Flexible small group instruction will be available to student	None Specified		

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Accountability to Student Achievement
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #3:
Our school structure ensures effective instructional strategies are being utilized in all grade levels. Standards-aligned curriculum is implemented at each grade level. We are moving toward implementation of CCSS as classrooms plan instruction using Teachers College Units of Study in the reading and writing workshop, "Just Think Literacy" seminars in critical literacy, and in 2013-14 we have begun "Just Think Math" seminars in kindergarten, first, and second grades.
Data Used to Form this Tactic:
CCST data examined at the beginning of the year to create goals for all students (Grades 2-5) Fountas and Pinnell running record assessments reviewed from previous school year and Fall assessment(Grades 1-5) Fall NWEA Measures of Academic Progress (Grades 3-5) Formative assessment and Classroom Observation CELDT Data

Findings from the Analysis of this Data:

White students (68% of population) dropped 17 points - 63.51% proficient or advanced
Socioeconomically disadvantaged (42% of pop.) dropped 33 points - 37.36% proficient or advanced
Hispanic/Latino (39 students) dropped 20% - 35.90% proficient or advanced

Levels of Proficiency at Grade Levels:

Second grade 43% proficient (drop of 22 percentage points)
Third grade 42% proficient (drop of 9 percentage points)
Fourth grade 72% proficient (drop of 3 percentage points)
Fifth grade 67% proficient (same as previous)

Fall MAP Data:

Third grade - Mean RIT = 185.4 (Basic) National Norm = 189.9 Standard Deviation: 21.9 By Spring, will need RIT of 202 for proficiency, 208 for college readiness. Average growth = 9.3. Third grade overall will need growth of about 17 points which is nearly double the average growth for third grade to reach proficiency.

Fourth grade - Mean RIT = 199.2 (Proficient) National Norm = 199.8 Standard Deviation: 17 By Spring, will need RIT of 202 for proficiency, 215 for college readiness. Average growth = 6.9. Fourth grade overall will meet proficiency with average growth, but range of ability (s.d.=17) will need to be addressed.

Fifth grade - Mean RIT = 208.1 (Proficient) National Norm = 207.1 Standard Deviation: 15.3 By Spring, will need 210 for proficiency, 220 for college readiness. Average growth = 5.2. Fifth grade is projected to meet proficiency by spring.

Formative Assessment & Classroom observation:

The newest publication of the Units of Study have changed to "ramp up" instruction to meet all the demands of the common core. Students have not had experience with the level of rigor and/or introductory lessons to build upon in the learning progression.

CELDT:

78.9% of students to take the initial assessment scored in the beginning or early intermediate range.
The majority of Schweitzer's EL students (68%) score in the Intermediate or Early Advanced range.

Related Objective and how it will be Measured:

1st grade students reading far below or below grade level will increase their reading proficiency as measured by Fountas & Pinnell Running Records, Alphabet Recognition, Phonemic Awareness, Phonics, at the end of each six week intervention period (3 days per week).

Students' independent reading level will be monitored regularly throughout the year using the Fountas & Pinnell Assessment System. Students will demonstrate proficiency by reaching the following benchmarks:

Kinder: By Nov. - A/B, By March - C, By June - D/E

1st: By Nov. - F/G, By March - H/I/J, By June - I/J/K

2nd: By Nov. - J/K/L By March- L/M By June - M

3rd: By Nov.- N By March - O By June - P

4th: By Nov.- Q/R By March - R/S By June - S/T

5th: By Nov. - T By March - U By June - V

3rd-5th grade:

25% of students in Lo RIT range (less than 21 percentile) and 25% of students in Lo Average RIT range (21-40 percentile) will move up one level on the Reading portion of the MAP assessment from Fall to Winter, and from Winter to Spring.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Support for Non-Proficient Students:	8/15/2013 - 6/4/2014	All classroom teachers and academic support staff	All students will be encouraged to reach high standards, at a minimum attaining proficiency or better in all subject matters, especially in reading, writing, and math.	None Specified		
			Best 1st Teaching Practices will be implemented as listed previously All classrooms will implement direct instruction practices for equitable and engaging student learning. (Practices include: wait time, multiple approaches to monitor student understanding, meta-cognition (self-talk), higher order questioning and random response strategies.)	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			All levels of proficiency will be addressed in the classroom through the use of the workshop model and differentiated instruction. Grouping will remain fluid as students receive instruction in small groups, in strategy groups, and in the whole group mini-lesson structure.	None Specified		
			Frequent and ongoing assessment of proficiency levels for students below basic proficiency.	4000-4999: Books And Supplies		450
			Develop matrix of assessments used at each grade level outlining frequency of assessment.	None Specified		
			Monitor school wide progress as measured by agreed upon assessments 3x per year using a school wide data wall in which student data is triangulated using running record, MAP, and writing (for example).	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Support for English Learners:	8/15/2013 - 6/4/2014	All classroom teachers and academic support staff	All classrooms will implement English Learner modifications through Specially Designed Academic Instruction in English (SDAIE) strategies to reduce linguistic demands. (Strategies include: comprehensible input, contextual clues, supplementary materials use, materials adaptations, and vocabulary development.)	None Specified		
			All English Learners will consistently receive quality English Language Development (ELD). To advance literacy skills for all subject areas, teachers use the district adopted materials as well as supplemental materials to make the subject matter comprehensible to their students.	None Specified		
			EL teaching strategies will be incorporated into all lessons for English Learners.	None Specified		
			Flexible small group instruction will be available to students within the workshop models.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teachers/Staff	Schedule time for staff to study, understand, and receive training in the CCSS and the ELD connections to the CCSS	None Specified		
		Session 1: Jan 13th - Feb.12 2014 Session 2: Mar 3rd - April 9th 2014 Session 3: April 28th - May 28th 2014	Develop extended day intervention, before and after school. 3 - 6 week intervention sessions at each grade level using Fountas & Pinnell intervention system. (3 hours per week) with possibility of 2 sessions at each grade level.		Local Control Funding Formula (LCFF)	19,184.04
		Principal December 2013				
		Staff/Parent/Community Member	Purchase Fountas & Pinnell intervention kits (2nd & 3rd grades)		Local Control Funding Formula (LCFF)	8,000.00
		Staff member	Site ELAC coordinator to organize, publicize, facilitate, and schedule meetings 5-6 times per year.		Local Control Funding Formula (LCFF)	500.00
		Principial, staff Dec. 9, 10, 13, 2013 Mar. 17, 18, 21, 2014 May 16, 19, 20, 2014	Create Intervention Data organizer / reports position		Local Control Funding Formula (LCFF)	500.00
			Grade level data conversations reviewing grade level assessments, intervention, EL and focus students. 1/2 day Substitutes for each teacher 3 x per year		Local Control Funding Formula (LCFF)	2970.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Principal Dec. 2014	Purchase 3 Document Cameras. Giving students access to print and comprehensible input in classrooms without doc. cams.		Local Control Funding Formula (LCFF)	2157.00
		Principal/leadership team	Purchase books, supplies and materials supporting ELD instruction and EL independent reading levels.		Local Control Funding Formula (LCFF)	1621.96
3.3 Implement the Common Core State Standards (CCSS) to build 21st Century Skills to ensure student success.	8/15/2013 - 6/4/2014	All classroom teachers and academic support staff	Schedule time for staff to study, understand, and receive training in the CCSS and assessments, as well as how to incorporate 21st century skills and technology.	None Specified		
			Evaluate current curriculum and obtain new instructional materials for CCSS.	4000-4999: Books And Supplies		
			Educate parents on the shift to CCSS.	None Specified		
			Provide consistent articulation between grade levels.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Ensure collaboration time to analyze the results of common assessments to guide and revise instruction.	None Specified		
			Provide ongoing teacher support and coaching to support implementation of the CCSS in all curriculum areas.	None Specified		
			Periodically revise and update materials, rubrics, resources, and assessments.	None Specified		
			grade levels will be given release time in order to unpack new units of study, develop a year long curriculum calendar, and prepare necessary materials.	1000-1999: Certificated Personnel Salaries		6075

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Positive School Climate, Culture & Attendance
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Tactic #4:
We will identify, teach, and model positive character traits to help our students become compassionate and responsible citizens. We will promote regular attendance in a physically and emotionally safe environment.
Data Used to Form this Tactic:
Spring 2013 School Survey Results Attendance Reports CST
Findings from the Analysis of this Data:
Mixed results in the area of character education. The lowest percentages among parents, students, and teachers were: Students model Honesty (P=65%, S=74%, T=70%) Students model Courage (P=65%, S=60%, T=63%) Improved leadership skills (P=76%, S=70%, T=55%) Nov.1st school wide attendance was 95.9% for 2012.

Related Objective and how it will be Measured:

School wide attendance will increase by at least 1% from 2012-13 percentage.

Increased attendance on each district attendance incentive as compared to percentage from 2012-13.

Increased opportunities for student leadership as measured by Spring 2014 School Survey Results.

Parents, students, and teachers have a common language and understanding around character education as measured by Spring 2014 School Survey Results.

Every student will develop and demonstrate character traits necessary to be responsible citizens as measured by Zangle behavior data and survey.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 School Safety: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	8/15/2013 - 8/20/2014	All Schweitzer staff, Site Safety Committee	Continue to utilize the school safety plan, which will be updated every year.	None Specified		
			Review the physical as well as the social and emotional well-being of Schweitzer's students and community.	None Specified		
4.2 Implement a character education program that includes bully prevention, in which students are recognized for exhibiting positive character traits.	8/15/2013-8/20/2014	Principal, Teachers, Site Safety Committee	research potential character educational programs.	None Specified		
			Share findings and develop a site-specific plan that includes shared readings, character traits, and bully prevention.	None Specified		
			Purchase common books for staff to use as shared readings in relation to the character traits established.	4000-4999: Books And Supplies		
			Design a system that acknowledges positive behaviors on campus.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Develop and provide ongoing training and support to staff and students for implementation of character education plan to ensure we consistently teach, model, and reinforce our plan.	None Specified		
			Communicate plan to all stakeholders through school newsletter, Backto-School Night, and website.	None Specified		
4.3 Increased opportunities for student leadership.	8/15/13- 6/4/2014	Principal, Teachers, and parent volunteers.	Implement a Student Council to have student leadership involved in school projects and messaging to the rest of the student body.	None Specified		
			Develop rotating 5th grade "Sing Teams" to choose songs, put the play lists together, create or prepare Powerpoints, and do introductions and hand motions at the whole school sing.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.4 Increased student attendance and community awareness of attendance goals.	8/15/2013-6/4/2014	Attendance Clerk, Principal, Site Safety Committee.	Develop an attendance incentive plan for trimester, yearly, and incentive days.	None Specified		
			School attendance goals communicated to all stakeholders through newsletter, email, and website.	None Specified		
			School wide and class attendance leaders announced at Thursday Sing.	None Specified		

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #5

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Active Parent & Community Involvement
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Tactic #5:
We will actively engaged families as valued partners in the education process. This done through PTA meetings, School Site Council, as well as through teacher newsletters and emails.
Data Used to Form this Tactic:
Sign-In sheets for volunteers Sign-in sheets for meetings Parent Surveys
Findings from the Analysis of this Data:
There are approximately 150 parent volunteers working at Schweitzer on a regular basis. As a sampling, many parents help in the classroom, assist the teachers with special projects, serve as science docents, garden and beautify the campus, drive and chaperone field trips, serve on committees, direct or assist in school wide plays, help at school functions such Fall Festival or teach as Art Docents.
There are parents or community members who are not connected with the school. Strengthening this connection is expected to have a direct impact on student achievement and on the welcoming climate at the school.
Out of 40 parents who responded, only half agree that materials are available translated.
Related Objective and how it will be Measured:
Increased PTA attendance and membership as measured by sign in sheets and membership numbers.
Increased English Language Advisory Committee participation as measured by sign-in sheets.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Family Involvement: Provide and promote community participation.	8/15/2013 - 8/20/2014	Principal, Teachers, PTA	Plan and promote activities, such as the Ice Cream Social, Family Reading Night, Fall Festival, Arts Night and Jog-a-Thon.	None Specified	Other	
			Assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children	None Specified		
			Coordinate with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	None Specified		
5.2 Parent Leadership Capacity: Parents are encouraged to be active participants in the Parent Teacher Association and volunteer in the school utilizing their skills, gifts and passions in various capacities.	8/15/2013-6/4/2014	Principal, Teachers, PTA.	A survey of parent skills and gifts will be given out to parents each year.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			All parents will be encouraged to donate time to work in any capacity at the school each year.	None Specified		
			Parent volunteers will receive on-site training and protocols/directions for parents will be established.	None Specified		
5.3 Coordinate and communicate current teacher needs and parent/community resources to support teachers and the school.	8/15/2013 - 8/20/2014	Principal, Teachers, PTA	Create a survey form to determine how teachers are currently using parent volunteers and in what other ways they would like to have parents support students in the classroom.	None Specified		
			Organize information from the surveys into a database.	None Specified		
			Make the database available to teachers.	None Specified		
			Put information about PTA and volunteer opportunities on the Schweitzer website and teacher websites.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Create a survey form for parents, to determine parents' interests and resources including interest in services or mentoring of students of all abilities (GATE and special needs students).	None Specified		

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #6

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Technology
District Strategy:
Strategy 5: We will integrate relevant technology into teaching learning and system operations to best achieve our mission and objectives.
Tactic #6:
We will actively engage in supporting and upgrading the technology tools we currently use and will continue to use. At the same time, we will continue to make decisions regarding technology no longer in regular use. We will continue to examine technology and best practice of technology to provide our students with the tools that give them access to 21st century college and career readiness skills, and seek out and plan for professional development.
Data Used to Form this Tactic:
Spring 2013 School Survey Results CST Data (Socioeconomic Disadv. vs. Non) MAP Data (RIT and Standard Deviation)
Findings from the Analysis of this Data:
Given the disparity between socioeconomic and nonsocioeconomic students, Schweitzer needs to examine its instructional strategies and strengthen its infusion of technology to motivate and engage students. The use of technology in classrooms supports student development of a variety of problem solving and critical and creative thinking across all disciplines. This is especially vital as we move toward implementation of the Common Core State Standards. Based on survey results, only 73% of parents, 70% of 5th grade students, and 37% of teachers agree that students improved their ability to use technology to find information/solve problems in 2013.
Related Objective and how it will be Measured:
All students will increase academic performance on an individual level, by engaging in learning experiences that promote independence and critical thinking skills.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.1 Implement a system of on-going opportunities to augment, manage and update hardware and software on campus.	8/15/2013 - 8/20/2014	Principal	Continue communication between staff and PTA to determine new technology purchases as well as needed updates and replacements for current hardware and software.	None Specified		
		Principal & Tech. Committee	Establish school-wide procedures and practices for use, management, and maintenance of technology and equipment by students and teachers.	None Specified		
		Principal & Tech. Committee	Train teachers/staff on the use, management, and maintenance of current and future technologies.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Committee established norms for checking out and scheduling equitable use of technology and equipment. (Norms to include: how to check out equipment, assigning computers/equipment to students, monitoring while in use, how to leave the equipment at the end of class, etc....)	None Specified		
			Replace broken unrepairable technology still being widely used in classrooms and on campus.	None Specified		
6.2 Teachers will enhance their instruction through the use of technology	8/15/2013-8/20/14	Principal, Technology Committee	Organize and implement professional development based on the survey-determine competencies and needs.	None Specified		
			Organize / provide / delegate ongoing training / professional development on effective use of technologies in the classroom.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Using input from grade level teams, develop a matrix of grade level technology expectations for students according to Common Core standards.	None Specified		
			Organize / schedule / delegate opportunities to develop effective lessons that are appropriately supported by technology.	None Specified		
			Implement effective instructional strategies appropriately supported by technology.	None Specified		
			Ensure time is provided for teachers to share and evaluate their lessons, evaluate student work, and strategies for students to self-assess through the use of rubrics.	None Specified		
6.3 Students will have opportunities to enhance their learning through the use of technology.	8/15/2013-8/20/2014	Principal, teachers	Students will learn to use technology to retrieve and share information.	None Specified		
			Students will appropriately and safely use technology.	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Students will learn strategies to evaluate their own work.	None Specified		
			Students will work with teachers to develop a means to showcase their work (on the website, on campus displays, in the community, etc.)	None Specified		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	34,933.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	2,160.00
Local Control Funding Formula (LCFF)	34,933.00
Other	3,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)		15,748.96
Local Control Funding Formula (LCFF)		19,184.04
	1000-1999: Certificated Personnel Salaries	2,160.00
Other	None Specified	3,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Montey Snyder	[]	[]	[]	[X]	[]
Denice Gayner	[]	[]	[]	[X]	[]
Elizabeth Young-Murphy	[]	[X]	[]	[]	[]
Meaghan Sheehan	[]	[]	[X]	[]	[]
Noelia Vela	[]	[]	[]	[X]	[]
Matt English	[X]	[]	[]	[]	[]
Suzanne Anderson	[]	[X]	[]	[]	[]
Numbers of members of each category:	1	3	1	2	

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

 State Compensatory Education Advisory Committee
 English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 13, 2013.

Attested:

Matt English

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Albert Schweitzer Elementary School's Parent Involvement Policy

Schweitzer School has an extremely active P.T.A. There are approximately 150 parent volunteers working at Schweitzer on a regular basis. As a sampling, many parents help in the classroom, assist the teachers with special projects, serve as science docents, garden and beautify the campus, drive and chaperone field trips, serve on committees, direct or assist in school wide plays, help at school functions such as Fall Festival or teach as Art Docents.

Parents are encouraged to be active participants in the Parent Teacher Association and volunteer in the school utilizing their skills, gifts, and passions in various capacities. The PTA will develop a calendar of events prior to the start of the school year. The calendar of events will be sent home with students in the first day packets. A survey of parent skills and gifts will be given out to parents each year. All parents will be encouraged to donate time to work in any capacity at the school each year. Parent volunteers will receive on-site training and protocols/directions for parents will be established. Parents are encouraged to serve on the School Site Council.

Albert Schweitzer Elementary School's Parent Compact