

School Year: [2020-2021]

# School Plan for Student Achievement (SPSA) Anderson Elementary

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Anderson Elementary	43 69625 6048086	May 14, 2020	November 12, 2020

## Purpose and Description

At Anderson Elementary School, we believe that success for every student, without exception, rests on our sense of shared purpose, the dedication of our teachers and staff, and the commitment of our caring community. This combination ensures that each student will flourish and gain the confidence to be successful.

We regularly reaffirm our commitment to continuous growth for every student, regardless of the student's race, ethnicity, background or circumstance.

This instructional focus is our roadmap for that journey, a statement of our commitment to transform our professional practices in ways that address the new realities facing our students, our school and our community. Our roadmap is built on four pillars:

- Equitable Access to a Rigorous Program
- Culturally Responsive Teaching and Learning
- Collegial Collaboration and Accountability
- Strong Relationships with Families and Community

As the Anderson teachers, staff and community welcome each and every student, we believe that our purpose and dedication will guarantee every student empowerment, growth and the confidence to move on to the next level with proficiency and skills for the 21<sup>st</sup> Century!

**As a result of the COVID-19** pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was

delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

## **Stakeholder Involvement**

*OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District*

*Stakeholders. Parent Meetings, ELAC, HSC, SSC, and others, all continue in a virtual environment to continue engaging with families needs and concerns during this time.*

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

*Presentations to stakeholders included:*

*School Site Council*

*May 14, 2020*

*English Learner Advisory Committee (ELAC)*

*May 14, 2020*

*Anderson Staff*

*May 11,2020*

*The School Site Council approved the SPSA on May 14 , 2020.*

## **Resource Inequities**

*Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.*

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot, in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Anderson include:

- After school academic support academies run by Credentialed teachers (Goal 1)
- Restorative Justice training with a specialist for teachers (Goal 5)
- Sending teachers to Restorative Justice training outside site (Goal 5)
- Evening parenting classes for academic and social emotional support at home (Goal 6)
- One to one chromebooks that could go home with students for home support (Goal 4)

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

### Identified Need

*With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We also plan to provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap in foundational literacy and math skills.*

**Distance Learning/Hybrid Needs:** *Teachers need more planning time to make sure standards are addressed and modified for a distance learning format.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<p><b>ELA</b> 2017: 46% 2018: 47% 2019: 44%</p> <p><b>MATH</b> 2017: 42% 2018: 42% 2019: 41%</p>	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels	<p><b>ELA</b> 2017: Orange 2018: Yellow 2019: Orange</p> <p><b>MATH</b> 2017: Yellow 2018: Orange 2019: Yellow</p>	Maintain, or increase by one performance level, on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.

iReady Reading and Math Diagnostics Students Tier 1	Sept 2019 D1 Reading	Increase 5% to 10% more students at Tier 1 IReady D2.  Decrease 5% to 10% students in Tier 3 IReady D2
	<ul style="list-style-type: none"> <li>• 25% Tier 1</li> <li>• 24% Tier 2</li> <li>• 33% Tier 3</li> </ul>	
	Sept 2019 D1 Math	
	<ul style="list-style-type: none"> <li>• 20% Tier 1</li> <li>• 46% Tier 2</li> <li>• 34% Tier 3</li> </ul>	
	Dec 2019 D2 Reading	
	<ul style="list-style-type: none"> <li>• 39% Tier 1</li> <li>• 34% Tier 2</li> <li>• 27% Tier 3</li> </ul>	
Dec 2019 D2 Math		
<ul style="list-style-type: none"> <li>• 35% Tier 1</li> <li>• 44% Tier 2</li> <li>• 21% Tier 3</li> </ul>		
Sept 2020 D1 Reading		
<ul style="list-style-type: none"> <li>• 36% Tier 1</li> <li>• 33% Tier 2</li> <li>• 31% Tier 3</li> </ul>		
Sept 2020 D1 Math		
<ul style="list-style-type: none"> <li>• 29% Tier 1</li> <li>• 42% Tier 2</li> <li>• 29% Tier 3</li> </ul>		

**Strategy/Activity 1**

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

All Students

*Two Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math.*

**Proposed Expenditures for this Strategy/Activity**List the amount(s) and funding source(s) for the proposed expenditures.

Amount(s)	Source(s)
<b>\$6,864</b>	<b>LCFF</b>

**Strategy/Activity 2**

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

All Students

*A full time Instructional Coach will be hired as a member of Anderson staff to support classroom efforts to close the achievement gap in reading and comprehension. This Coach will work with teachers to set up classroom systems, interventions and supports to further differentiate instruction, and support students engagement to ensure grade level proficiencies..*

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and funding source(s) for the proposed expenditures.

Amount(s)	Source(s)
\$143,230	Title 1

**Strategy/Activity 3**

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

All Students

*Purchase licenses for **RAZ Kids, Accelerated Reader, and Brain POP** as supplemental resources to support reading, comprehension, fluency, and foundational math concepts.*

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and funding source(s) for the proposed expenditures.

Amount(s)	Source(s)
\$8,297	LCFF

**Strategy/Activity 4**

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

All Students

*Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs of students. Parents will be informed of how to access for home support, as well.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity 5**

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

All Students

*Teachers will purchase instructional supplies and materials, as well as make copies, utilize lamination resources and Print Shop to support students in the core content areas in the classroom.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$958</b>	<b>Parcel Tax</b>
<b>\$11,204</b>	<b>LCFF</b>

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

All Students

*Teachers will receive additional planning and collaboration time to transfer lessons, standards, and curriculum to meet the needs in a distance learning/hybrid environment. The new schedule allows for afternoons and Wednesdays for teachers to collaborate.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

<b>\$0</b>	<b>District Funded</b> Change in daily schedule for teachers
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**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

All Students

*Teachers will participate in one hour weekly of self directed Professional Development to help them access Distance Learning teaching tools and strategies to help access and engage students in a Distance Learning Educational Model, provided by the District's online OGSD District Learning PD site.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

<b>\$0</b>	<b>District Funded</b> <a href="https://sites.google.com/oakgrovesd.net/distancelearning/home">https://sites.google.com/oakgrovesd.net/distancelearning/home</a>
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## **Goal 2**

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

### **Identified Need**

*In ELA, Latino and socioeconomically disadvantaged students are identified as yellow through the California Dashboard.*

*In Math, our socioeconomically disadvantaged students are identified as yellow through the California Dashboard.*

***Distance Learning/Hybrid Needs:*** *Many of our socioeconomic families do not have access to Chromebooks, or other forms of technology, to access learning opportunities remotely. Further, many families do not have wifi access in their homes, limiting access to a virtual classroom; creating a need to access such equipment.*

*Additionally, supporting families in this demographic who may not be home to support their children during Distance Learning times, experience with online materials and access, or other supports, will need to be guided and supported during this process.*

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Latino and Socio Economically Disadvantaged Students	<p><b>Latino Students</b></p> <p><b>ELA</b></p> <p>2017: 31%</p> <p>2018: 36%</p> <p>2019: 32%</p> <p><b>Math</b></p> <p>2017: 26%</p> <p>2018: 28%</p> <p>2019: 22%</p> <p><b>Socioeconomically Disadvantaged Students</b></p> <p><b>ELA</b></p> <p>2017: 33%</p> <p>2018: 39%</p> <p>2019: 33%</p> <p><b>Math</b></p> <p>2017: 30%</p> <p>2018: 34%</p> <p>2019: 32%</p>	Increase the CAASPP SBAC percent of Socioeconomically Disadvantaged Students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.
iReady Reading and Math Diagnostic Students Tier 1	<p><b>Latino Students</b></p> <p>Sept 2019 D1 Reading: 14%</p> <p>Sept 2019 D1 Math: 10%</p> <p>Dec 2019 D2 Reading: 27%</p> <p>Dec 2019 D2 Math: 21%</p> <p><b>Socioeconomically Disadvantaged Students</b></p> <p>Sept 2019 D1 Reading: 25%</p> <p>Sept 2019 D1 Math: 20%</p> <p>Dec 2019 D2 Reading: 39%</p> <p>Dec 2019 D2 Math: 35%</p>	

<p>CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students</p>	<p><b>Latino Students</b>  <b>ELA</b>  2017: Yellow  2018: Yellow  2019: Orange</p> <p><b>Math</b>  2017: Yellow  2018: Orange  2019: Orange</p> <p><b>Socioeconomically Disadvantaged Student</b>  <b>ELA</b>  2017: Orange  2018: Yellow  2019: Orange</p> <p><b>Math</b>  2017: Orange  2018: Yellow  2019: Orange</p>	<p>Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>
<p>Anderson LTEL + At Risk percentage</p>	<p><b>February 2020</b>  28%</p>	<p>Decrease percentage rate of students who are currently LTEL or at risk of LTEL by 5%</p>

**Strategy/Activity 1**

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

English Learners

**Principal and ELTP District Coach will meet regularly to discuss data and needs of site English Learners**

***English Learner Teacher Partners (instructional coaches) will:***

- support implementation of SEAL through coaching and unit development
- support implementation of integrated and designated ELD strategies with a focus on grades 4-6
- oversee the English Proficiency initial and annual assessments (ELPAC)
- support identification and reclassification process for EL
- collaborate with other district TOSAs to support teachers to integrate best practices for English Learners across content areas.
- Help to plan and facilitate Site ELAC meetings

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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## Strategy/Activity 2

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

English Learners

*A full time Instructional Coach will be hired as a member of Anderson staff to support classroom efforts to close the achievement gap in reading and comprehension. This Coach will work with teachers to set up classroom systems, interventions, and supports to further differentiate instruction and support students with grade level reading deficits.*

Instructional Coaches will:

- *work with teachers focus on cultural competency in teaching practices*
- *Regular data analysis in iReady, Running Records, and oral language will be reviewed at grade level with PLCs with teachers, focusing on intervention strategies for marginalized populations*
- *Support cross-curricular learning opportunities utilizing district adopted curriculum*
- *Coach will engage in parent connection and training workshops to develop home support strategies*
- *Differentiation strategies will be demonstrated and supported to build classroom capacity serving EL needs*

**Proposed Expenditures for this Strategy/Activity**List the amount(s) and funding source(s) for the proposed expenditures.

Amount(s)

Source(s)

Cost included in Goal 1	Title 1
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## Strategy/Activity 3

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

All Students/English Learners

*Classroom teachers will have one sub release day dedicated to review data with Instructional Coach and Principal and plan for strategies to reach the needs of English Language Learners and other students who are demonstrating challenges performing at grade level. Teachers will identify interventions, benchmarks, and supports for identified students and classroom pacing of CCSS standards..*

**Proposed Expenditures for this Strategy/Activity**List the amount(s) and funding source(s) for the proposed expenditures.

Amount(s)

Source(s)

\$ Cost included in goal 1	LCFF
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**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

All Students/English Learners

*Send one representative from each upper grade level (3-6) to a 2 day Stanford Workshop in February 2021 with Jo Boaler, on growth mindset and the YouCubed math teaching experience. Teachers will learn different strategies for teaching math and understanding learning styles, visual representation for ELs, and hands on experiences. Teachers will share strategies with their grade level team during PLC. Cost includes sub pay.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$3,980	Title 1

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

All Students/English Learners

*Following Lead Teacher Stanford training, lead teachers will present, at a staff meeting, YouCubed math instruction. This will be followed by PLC math data analysis meetings twice a year and sign up to join classrooms to support math instruction, as needed by grade level. The coach will support the following:*

- *Common Core instruction in Engage New York Lessons*
- *YouCubed math strategies including: website navigation, and math talks strategies, and math/life connections, will be demonstrated*
- *Advise on differentiation for instruction in classroom set up*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Cost Included in goal 1	Title 1
\$0 Cost to site	PLC at site level

**Strategy/Activity 6**

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

All Students/English Learners

*Purchase additional RAZ Kids and Accelerated Reader, and Brain POP licences to support low performing students, socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen their reading, fluency and comprehension. **Brain POP has a component specifically geared to English Language Learners.***

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

Costs included in Goal 1	LCFF
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**Strategy/Activity 7**

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

All Students/English Learners

*All students will be provided with a district purchased Lenovo Chromebook to ensure all children have equitable access to online learning.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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**Strategy/Activity 8**

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

Socioeconomically Disadvantaged

*Hotspots will be provided to families on Free and Reduced Lunch who need access to home internet services, in order for children to engage in online Distance Learning Classrooms.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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**Strategy/Activity 9**

All Students/English Learner/Socioeconomically Disadvantaged

*Principal will run Parent Educational Sessions in the evening to train parents on how to support student learning at home; including but not limited to, use of online resources and websites, Google Classroom, and Parent Square. These meetings will include support from Community Liaison’s who will translate in Spanish and Vietnamese.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded - job specific

**Goal 3**

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

**Identified Need**

*Anderson students with disabilities are not meeting or exceeding standards at the same rates as other student groups. Our general education and special education teachers need to work together so that all students are successful. Case managers and the psychologist need to make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student’s curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Anderson. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.*

**Distance Learning/Hybrid Needs:** *With the slightly shortened instructional time, our students with IEPs will need support outside of regular instructional time to ensure they do not miss any classroom instruction with their peers. Instructional Aides will also need access to technology to access the classroom and support their students.*



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p><b>ELA</b> 2017: 8% 2018: 19% 2019: 15%</p> <p><b>Math</b> 2017: 10% 2018: 16% 2019: 15%</p>	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: Orange 13% 2019: Orange 13%	Increase from orange to Yellow, and decrease percentage by a minimum of 5%
CA Dashboard Suspension Levels for Students with Disabilities	2017: Yellow 2018: Green 2019: Orange **2019-2020: 1 suspension for school year	Increase from Orange to Yellow on dashboard, ideally returning and maintaining a minimum of green on going. **Maintain 0-2 suspension rate for school year, continuing focus on Restorative Justice Practices
Inclusion Rates. Students who are in separate classrooms 60% of time who are receiving 40% of daily instruction in a general education classroom.	2019: 28%	Increase to 12% to reach the goal of 40% inclusion rate.

**Strategy/Activity 1**

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

Students with Disabilities

*Special Education teachers will plan with their General Education Counterparts during sub release days to ensure that content is on pace and in line with typical developing peers in mainstream classes, and will identify further mainstream opportunities for students to engage in mainstream curriculum and learning opportunities. IEP goals will be reviewed and collaboration with their grade level team will help determine areas of support in Least Restrictive Environments for students to learn and grow.*

Cost included in Goal 1	LCFF
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**Strategy/Activity 2**

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

Students with Disabilities

Special Education teachers will offer an opportunity in the classroom for students to take the practice CAASPP test, to ensure students understand how the test works and decrease test anxiety associated with testing in a structured testing environment.

\$0	Classroom Environment
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**Strategy/Activity 3**

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

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

*Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

**Strategy/Activity 4**

**Proposed Expenditures for this Strategy/Activity**

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

*Dedicate staff PD to inclusion practices. Include Instructional Coach and District Special Education Staff to present differentiated practices and how to utilize Instructional Aids in the classroom to support Students with Disabilities and a general education class with their typical developing peers.*

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

## Strategy/Activity 5

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

Students with Disabilities and potential students at risk for special education identification

### Strategy/Activity

*During Distance Learning, students will receive additional synchronous support beyond the school day via RSP, Speech, OT or other identified resources as identified in the IEP. Additionally, Special Education Instructional Assistants will receive Chromebooks to support the additional synchronous lessons as well as “push in” Support. This is provided by the change in daily schedule and the district purchase of Chromebooks.*

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy District Funded

## Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

### Identified Need

*We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of*

*technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer.*

**Distance Learning/Hybrid Needs:** *It is imperative that students all have district Chromebooks to access all online learning platforms offered through the district. Additionally, Hotspots will need to be supplied for all families in need of Internet access at home. Also, teachers will need to be trained, and using, more online resources such as Nearpod, Jamboard, and other interactive software to support online learning.*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology Usage	2018-19: 79% of 3-6th grades responded daily  2019-2020: 87% of 3-6th graders responded daily	95% of the students responding will indicate that they utilize technology daily.  90% of students responding will indicated that they utilize technology daily
District Technology Survey: How often does your class talk about being respectful, responsible and safe online?	2018-19: 32% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online  2019-2020: 40% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online.	95% of the students responding will indicate that monthly they discuss how to be safe, respectful and responsible online.  90% of the students responding will indicate that monthly or more they discuss how to be safe, respectful and responsible online.
SBAC Participation Rates	2018-2019 94% Completion in ELA 96% Completion in Math  2019-2020 N/A	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

**Strategy/Activity 1**

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

All Students

**Strategy/Activity**

*Add approximately 39 Chromebooks, an average classroom and a half population, in an effort to have 1:1 Chromebook ratio at all grade levels. This will help to provide equitable access to online learning opportunities for our students, especially those who may not have access at home, providing resources and exploration to all students at the school site.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$10,404	Title 1
\$3,560	LCFF

**Strategy/Activity 2**

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

All Students

**Strategy/Activity**

*Work with Ed Tech mentors to share with teachers how students can access material through on-line apps and other means outside of school. Many students have access to cellular phones which could support at home learning, but access may look different than it does at school.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded

**Strategy/Activity 3**

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

All Students

*To ensure teachers have access to teaching all students and the ability to utilize technology appropriately, supplies including Projectors, LadyBug Document Cameras and bulbs are necessary. At times these supplies wear out and need to be replaced, repaired or upgraded. Funds are available to teachers for these items to ensure a constant outreach to students in the classroom is available and in place. Maintenance Agreements are included in budget.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,000	LCFF
\$2,829	Parcel Tax

**Strategy/Activity 4**

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

All Students

*To ensure all students have access to online learning, Anderson has deployed Chromebooks to all students and Hotspots to those in need of internet access at home.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded

## Strategy/Activity 5

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

All Students

*Self directed PD opportunities have been offered in the new teaching technologies such as Screencastify, Nearpod, and Jamboard to support a more interactive online learning experience via our district teacher resources website and via staff training during staff meetings.*

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Funded/Job Specific duties

## Goal 5

### School and classroom environments support learning, creativity, safety, and engagement.

#### Identified Need

*For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.*

*For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.*

*Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.*

**Distance Learning/Hybrid Needs:** *Students may feel particularly disconnected and disengaged from school during this virtual environment. Ensuring students feel connected through engaging lessons, use of highly interactive learning platforms, and socially supported school wide connections is important. Students need both Social/Emotional support in the classroom, through virtual counseling, and school wide events, as well as home visits from the school for those who have difficulty engaging.*



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	<p><b>California Dashboard Levels in 2018:</b></p> <p>Orange: Students With Disabilities, two or more races, Filipino, Hispanic, SED, 2 or more races</p> <p>Yellow: English Learners</p> <p>Green: White and Asian</p> <p><b>California Dashboard Levels in 2019:</b></p> <p>Red: No Students</p> <p>Orange: Students With Disabilities, Hispanic</p> <p>Yellow: Socioeconomically Disadvantaged</p> <p>Green: English Learners, Filipino, White</p> <p>Blue: Asian</p>	<p>For chronic absenteeism, improve one level all students below Green level. Green Level students will maintain or increase one level.</p>

<p>Suspension and Expulsion Rates</p>	<p><b>California Dashboard Levels in 2018:</b></p> <p>Red: Socioeconomically Disadvantaged</p> <p>Orange: Two or more races, Filipino, Hispanic</p> <p>Yellow: Asian</p> <p>Green: White and Students with Disabilities</p> <p>Blue: English Learners and Filipino</p> <p><b>California Dashboard Levels in 2019:</b></p> <p>Red: Hispanic</p> <p>Orange: English Learners, Socioeconomically Disadvantaged, Students with Disabilities</p> <p>Yellow: No Students</p> <p>Green: White</p> <p>Blue: Asian, Filipino</p> <p><b>2019-2020</b> - 1 in house suspension and 0 home suspensions all year.</p>	<p>For suspensions, improve one level for all students below green. For students at green or blue, maintain or increase one level.</p> <p>Maintain, within 2%, low rate suspensions for all demographics</p>
<p>Attendance Rate</p>	<p>95.73% 2018-2019 95.7% 2019-2020</p>	<p>Increase attendance by 3% minimum</p>
<p>CA Healthy Kids Survey</p>	<p>19-20 36% participation rate</p> <p>Spring 2020 - 9% participation rate</p>	<p>Due to low participation rates in the Spring, data is unclear. 2020-2021 will focus on a minimum of 50% student participation rate.</p>

PBIS Implementation	<p><b>2019:</b> 60% Overall Implementation 40% Classroom Behavior Support Systems</p> <p><b>2020:</b> 80% Overall Implementation 65% Classroom Behavior Support Systems</p>	Monitor implementation of PBIS and increase to 90% overall implementation and Classroom Behavior Support Systems
Nearpod Usage	<p><b>2020/2021:</b> 16 out of 22 teachers have used Nearpod a minimum of one time with their students</p>	All teachers will assign and teach at least one Nearpod lesson a week with their class

### Strategy/Activity 1

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

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

#### Strategy/Activity

*Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.*

*Provide 2 staff meeting times for Site PBIS Coach to review PBIS systems and train Tier II and Tier III techniques.*

*Provide 2 Staff meetings for Restorative Justice Practices PD focused on restorative circles, these trainings include how to utilize restorative practices and circles in an online environment.*

*Develop a PBIS Mentor at site to support the implementation through data analysis and funds for PBIS Supports and prizes.*

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	LCFF

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

**Strategy/Activity**

Identify opportunities for engagement and a love of school and learning through arts based focus on curriculum. With a focus on cultural traditions, dance, music, art and self expression, students are encouraged to engage in the school environment through a family and cultural connection to curriculum. Utilizing 2 release days in the school year, the Leadership team will help identify areas to connect all District Adopted Curriculum through a focus on the background of the student and family engagement including but not limited to: Oral Presentations, plays/performance of literature, music, art, dance. With an emphasis on communication, oral language development and writing will be prioritized for language acquisition. Delivery of concepts to classroom teachers will take place during PLCs.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	Site Based PLC
\$1872	Block Grant

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

English Learners

The Principal and ELTP Coach will identify classrooms with high English Learner population to support classroom engagement for students who are not yet English Proficient through strategies such as SEAL and small groups. Ensuring students are able to access curriculum and connect with peers can support attendance and desire to be at school.

Amount(s)	Source(s)
\$0	District provided resources

#### **Strategy/Activity 4**

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

All Students

Principal will work with the Leadership team to identify school wide connections influencing a positive learning environment for classrooms. Meetings twice a month will include data analysis, tracking classroom absences, opportunities for school wide activities, attendance incentives and collaborative teaching methods and engaging in PBL and SEAL consistently by grade level.

Amount(s)

Source(s)

\$0	Adjunct Teacher Duty
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#### **Strategy/Activity 5**

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

All Students

*Students' social/emotional health is key to engagement in school and academic success. Many Anderson students feel stress inside and outside school. Homelife issues including, but not limited to, divorce, homelessness, poverty influence a student's ability to focus and engage in school, affecting attendance and academic performance. Further, when school life becomes difficult and a student's personal sense of connection to others is affected by perceived, or real, bullying or academic abilities, students will often avoid school and classroom environments. Oak Grove School District offers a Social Worker intern for student support and counseling services for our Medical students. Anderson is committed to the social/emotional health of all students and provides additional counseling via Almaden Counseling Services to those who need support for home and school life, who may not fit in the above categories. This connected to a mental health professional offers care, understanding, and coping strategies to students who may struggle to find the support they need to be successful inside and outside school.*

*Almaden Counseling and other Counseling Services are providing online counseling services for students during our Distance Learning model.*

Amount(s)

Source(s)

\$14,400 (Almaden Counseling)	Block Grant
\$0 (Social Worker Intern)	District Funded
\$0 (Rebecca's Services)	District Funded

**Strategy/Activity 6**

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

All Students

*Teachers will use the Social Emotional lessons provided in Nearpod to ensure students are feeling connected and safe in the classroom, and to help students understand how they are feeling and ways to manage this.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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**Strategy/Activity 7**

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

All Students

*Teachers will utilize the Re-Engagement tracker to identify students that are not logging in to lessons and/or not responding to classroom supports for engagement. Community Liaison and Principal will do home visits to help identify ways to support online connection, and train at home, if needed.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded/ job specific
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## Goal 6

**We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.**

### Identified Need

*Many principals report they have low attendance at various parent meetings and events. At the district level, parent groups such as HABLA, African American Koffee Klatch, and DELAC meetings, see less than 50% consistent representation.*

*The average visits to all district websites and social media pages is monthly. Our goal is weekly.*

*39% percent of respondents on the Stakeholder Communication Survey in October 2018 stated they were "informed enough" on what's happening in the district and in our schools. The area the stakeholders want to learn more about, according to this survey, is curriculum and parent resources. Respondents shared their preferred method of communication is email.*

*From our April 2019 LCAP Stakeholder Survey, 50% of families rate our communication as very good to excellent. 67% of respondents rate it as satisfactory to excellent.*

***Distance Learning/Hybrid Needs:*** *Without the ability to connect with parents on site, further emphasis will be placed on Virtual meetings via Google Meet, messages on Parent Square, use of Google Classroom, and social media.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	2019-2020 7 Respondents, representing 1.5% of families With minimal participation, data is not statistically representative.	We will increase parent participation significantly, with a minimum participation rate of 50%, with the following data questions to be over 50% in agreement or strongly agree.  *School allows input and welcome parents' contributions

		<p>*School actively seeks the input of parents before making important decisions</p> <p>*Parents feel welcome to participate at the school</p> <p>*Teachers at school communicate with parents</p>
Attendance at Parent Meetings	<p>DAC - H&amp;SC - 90% Anderson Attendance at DO Meetings ELAC - 100% Anderson Attendance at DO Meetings</p> <p>2019-2020 Home and School Club</p> <ul style="list-style-type: none"> <li>- 100% of board attended all meeting</li> <li>- 2.5% of general population joined H&amp;SC meeting</li> </ul> <p>School Site Council</p> <ul style="list-style-type: none"> <li>- 100% of Parent Reps joined all meetings</li> </ul> <p>Principal Meetings</p> <ul style="list-style-type: none"> <li>- On-site general participation averaged 3%</li> <li>- Online general participation averaged 9%</li> </ul>	<p>Current school representatives will attend 80% of the meetings held at the district.</p> <p>Site meetings will be represented by 80% attendance by identified representatives and 10% of general parent population attendance.</p>
Parent Square	<p>2019 Fall - 97% of parent contact information is valid</p> <p>2020 Spring -99% of parent contact information is valid</p> <p>2020 Fall - 100%o families are connected on Parent Square</p>	<p>Have 100% of all communication sources accurate.</p>



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**Strategy/Activity 1**

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

All Students

Strategy/Activity

- Provide families information during*
- Parent Information Nights on topics relevant to parenting and student success
  - Family Life Education Night in grade 5
  - SEAL workshops and gallery walks about the strategies, curriculum and home connection
  - Home and School Club Meetings
  - SSC Meetings
  - Weekly Parent Square Communication
  - Family Engagement nights including Movie Nights, Popcorn with the Principal, and School Dances, Plays and Presentations.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,275	Title 1

**Strategy/Activity 2**

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

All Families

Strategy/Activity

*Utilize Parent Square as the consistent communication forum for District, Site and Classroom communication, ensuring all families have a single mode of communication to maintain connection to students' school needs.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded

**Strategy/Activity 3**

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

All Families

Strategy/Activity

*All meetings will be done via Google Meet; including but not limited to: ELAC, SSC, HSC, Koffee Klatch, HABLA, and Coffee with the Principal. Community Liaisons will help with reaching out to families and with translations. Facebook and Parent Square will also serve as communication sources.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded

**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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,086

### 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 (\$)
Title I	\$159,889

Subtotal of additional federal funds included for this school: \$ 0

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation (\$)
Low-Performing Student Block Grant	\$16,272
LCFF	\$35,925

Subtotal of state or local funds included for this school: \$52,197

Total of federal, state, and/or local funds for this school: \$212,086