- School Year: [2022-2023]

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	June 2, 2022	June 16, 2022

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's empowerment, growth and the confidence to move on to the next level with proficiency and skills for the 21st Century!

Returning after the pandemic has offered many opportunities to support our students in both academics and social emotional needs. Greater focus on after school enrichment, counseling and building capacity in the classroom for differentiation was a focus in developing this SPSA.

We work closely with educational partners 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.

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update
Presentations to educational partners included:

School Site Council
June 3, 2022

English Learner Advisory Committee (ELAC)
June 3, 2022

Anderson Staff
June 1, 2022

The School Site Council approved the SPSA on June 3, 2021.

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.

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 for increased exposure and academic support to those students who need it. (Goal 1)
- Restorative Justice practices to ensure an equitable voice for students. (Goal 5)
- Providing LCD Projectors, Document Cameras, and printers for teachers to identify greater communication of material to students in the classroom (Goal 4)
- Purchase of "additional technological materials" to ensure hands-on learning for multiple learning modalities and ELLs. (Goal 4)
- Evening parenting classes for academic and social emotional support at home as well as building community relationships (Goal 6)
- One to one chromebooks that could go home with students for home support (Goal 4)
- Offer after school enrichment for all students to enhance peer engagement and cultural experiences. (GOAL 5)

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, iReady, and early PLC work 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. 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.

Annual Measurable Outcome

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	% on or above grade level 40%	% on or above grade level 38%	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	% on or above grade level 36%	% on or above grade level 33%	Annual Growth of 3% overall
Local ELA Benchmark Assessments (iReady Year End)	% on or above grade level 44%	% on or above grade level 49%	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Year End)	% on or above grade level 40%	% on or above grade level 44%	Annual Growth of 3% overall

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

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 and SEAL. Staff can utilize release days to analyze data and prepare differentiated instructional opportunities, including working with ELTP Coach. (2 grade level specific, and one additional for Combo teachers to join each grade level, one SPED specific)

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

Amount(s)	Source(s)
$5,360	LCFF
$10,296	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

One Professional Development and planning day for the Leadership Team to work with Partners, review data, and strategize school wide plans for cross grade level curricular focus to close the achievement gap.

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

Amount(s)	Source(s)
$1,939	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

One Primary and One Upper grade dedicated roving Instructional Assistant will be provided to support small group interventions for General Education teachers. IAs will move from class to class to support grade level students so teachers can focus intense interventions in reading and math for students below and far below grade level.

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

Amount(s)	Source(s)
$57,354	**Title 1**

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

*Purchase licenses for **RAZ Kids, Accelerated Reader, BrainPOP, Write Reader and Heggerty Phonics** 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)
$13,324	**Title 1**

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Provide after school support, through both in house and contracted agencies like ROCK, for students who need additional academic, social emotional, and safety support after school. These areas support students' ability to perform in a school setting when all needs are met, including academic support and care after school.

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

Amount(s)	Source(s)
$16,000	**Title 1**

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

All Students

The school will contract with Arts Connect and/or Music for Minors to offer students access to Art, Theater, Music and Movement during the school day. Having an opportunity for creative expression through the arts not only builds confidence and cultural competency in students, but offers access to skills such as math and science in an experiential manner for multiple modalities of learning and cross curricular connection. Costs include personnel and all art supplies and materials for students.

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

Amount(s)	Source(s)
$13,898	**Title 1**
$0	**District Funded/Supplemented**

Strategy/Activity 7

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 it for home support, as well.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 8

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, maintain copy and lamination equipment agreements and use Print Shop to support students in the core content areas in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$11,000	**LCFF**

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All Students

A half time interventions teacher will be provided to support students who have fallen behind due to the impact of Covid. Interventions teacher will run small groups for students far below grade level in an effort to close the achievement gap.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All Students

Ongoing training is an important part of maintaining current and direct support for teachers to meet the needs of our students academically, behaviorally, and emotionally. Anderson is dedicated to ensuring these opportunities for teacher support and enrichment are available through SCCOE, Partners, Stanford, and other outside agencies where teachers will be provided a substitute teacher to attend workshops or trainers will be brought on site during staff meetings for the entire team..

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$10,000	**Title 1**

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.

LTEL students in 2020 - 2021 represent a quarter of the ELL population. Distance Learning did impact the ability for these students to engage with their peers in social environments and classroom talk limiting access to daily language.

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	4%	3%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	26%	17%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	*27% of Latino students scored at or above grade level* *42% of Black students scored at or above grade level* *24% of English learners scored at or above grade level*	*25% of Latino students scored at or above grade level* *46% of Black students scored at or above grade level* *19% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	*20% of Latino students scored at or above grade level* *39% of Black students scored at or above grade level* *18% of English learners scored at or above grade level*	*18% of Latino students scored at or above grade level* *45% of Black students scored at or above grade level* *20% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
Local ELA	*27% of Latino students*	*31% of Latino students*	Annual Growth of 5%

Benchmark Assessments for Student Groups (iReady Year End)	*scored at or above grade level* *50% of Black students scored at or above grade level* *22% of English learners scored at or above grade level*	*scored at or above grade level* *69% of Black students scored at or above grade level* *31% of English learners scored at or above grade level*	for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Year End)	*26% of Latino students scored at or above grade level* *38% of Black students scored at or above grade level* *23% of English learners scored at or above grade level*	*30% of Latino students scored at or above grade level* *63% of Black students scored at or above grade level* *25% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

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

- Follow a "push in" model for ELTP Coaching support to ensure teachers build capacity to reach the needs of ELL students long term with their peers.

Proposed Expenditures for this Strategy/Activity

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

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

All Students

Provide after school support for students who need additional academic, social emotional, and safety support after school. With an emphasis on Socio-Economic and ELL students whose families may have difficulty supporting after school engagement due to work schedules and other financial limitations, Anderson will support after school activities including homework support, sports, art, music, and peer engagement activities, and child care.

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

Amount(s)	Source(s)
$0	**Cost included in Goal 1**

Strategy/Activity 3
Students to be Served by this Strategy/Activity
All Students/English Learners

Classroom teachers will dedicate one of their two sub release days to review data with ELTP 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. These days will focus on support to fill gaps for English Learners.

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

Amount(s)   Source(s)

$ 0	Cost included in goal 1

Strategy/Activity 4
Students to be Served by this Strategy/Activity
All Students/English Learners

Purchase additional RAZ Kids and Accelerated Reader, and BrainPOP, Write Reader and Heggerty Phonics licenses 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)

$ 0	Costs included in Goal 1

Strategy/Activity 5
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

Strategy/Activity 6
All Students/English Learner/Socioeconomically Disadvantaged

Teachers will work with trainers from SCCOE and partner with Partners to support reading intervention practices and learn new techniques for English Language acquisition, particularly at the upper grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**Cost included in Goal 1**

Strategy/Activity 7
All Students/English Learner/Socioeconomically Disadvantaged

Principal will run Parent Educational Sessions in the evening to share strategies with parents on how to support 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**

Strategy/Activity 8
All Students/English Learner/Socioeconomically Disadvantaged

Having music and art instructional professionals helps to engage and access content beyond language. This builds trust, relationships, and classroom engagement that supports social emotional connection, content engagement, and builds language skills in a low stakes environment with the same level of accomplishment and success as their English fluent peers - while engaging in conversation, creativity and cross curricular academic standards .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**Cost included in Goal 1**

Strategy/Activity 9
Students to be Served by this Strategy/Activity

All Students

To ensure students have strong peer to peer interaction and opportunity to engage in conversation in low stake environment while still accessing content and skills, Green Screens and Cameras, Sound Systems, sewing machines will be purchased for creative access to math problem solving, and microscopes and other hands on tools for greater learning in the arts and sciences. Students can access content in our hands-on learning lab, while connecting experiences to language.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$12,000	**Title 1**

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 have grown significantly in the last two years with our focus on mainstreaming and push-in models, as demonstrated in our exit rate. However, with the high population of SDC classes on our site it is important to maintain our focus on this population to meet or exceed standards. Our general education and special education teachers will continue to work together so that all students are successful. Case managers and the psychologist will 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 continues to be a 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.

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	*26% of Students with Disabilities Performed at or above grade level*	*18% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	*21% of Students with Disabilities Performed at or above grade level*	*11% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
Local ELA Benchmark Assessments for Special Education (iReady Year End)	*22% of Students with Disabilities Performed at or above grade level*	*21% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Year End)	*21% of Students with Disabilities Performed at or above grade level*	*15% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
Please note data does not represent exiting students **10% of Students Exited SDC in 2021-2022 School Year, which impacts year end iReady numbers. Three students exited RSP in 2021-2022 school year.**			
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	36%	48%	Students with Disabilities in General Education Settings for at least 80% of their day

			Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day
Inclusion Data RSP Services	Not Available	All RSP students spend on average 90% of their day in a general ed environment 20% of all RSP students spend 100% of their day in General Education with Push-In RSP services	Maintain or increase amount of time in class by 4% Maintain or increase percentage of students with full inclusion

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.

$0	**Cost included in Goal 1**

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**

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 typically 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

All Students

Strategy/Activity

RSP and SDC teachers will share data presentations during staff meetings once a month regarding students' access to general education classrooms, as well as targeted lessons ons UDLs, differentiation, and other access points to mainstream SDC students as well as supporting RSP students in the General Education Classroom. A full "Push In" model for RSP will continue forRSP students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To ensure IEP compliance, regular review of the SEIS dashboard with the support staff will happen each month so deadlines are met and parents are appropriately updated on student progress.

Proposed Expenditures for this Strategy/Activity

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

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. Ensuring our community has strong internet access is as valuable as having a Chromebook. Further, more traditional use of technology is not present in much of our students' learning, which could enhance hands-on experiences. Expanding our

focus on some "traditional" technological resources such as sewing machines, microscopes, and weights and scales, provides hands-on experiences in math and science in our developing "hands on learning center."

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	*No Data Available*	*Students in grade 3-8 who use technology weekly at school* *2021-22:* **10%** *Students in grades 3-8 who use technology daily at school* *2021-22:* **87%** *Teachers who report students use technology on a daily basis* *2021-22:* **100%**	*Students in grade 3-8 who use technology weekly at school* *2023-24:* **100%** *Students in grades 3-8 who use technology daily at school* *2023-24:* **90%** *Teachers who report students use technology on a daily basis* *2023-24:* **80%**
Student Access to Core Subject Areas Using 21st Century Skills	***No Data Available.***	**72%** *of students report using technology to work or collaborate with others.* **74%** *of students report using technology to communicate with others.* **80%** *of students report using technology to solve problems or help with their critical thinking in class.* **82%** *of students report using technology to be creative.*	**90%** *of students report using technology to work or collaborate with others.* **60%** *of students report using technology to communicate with others.* **80%** *of students report using technology to solve problems or help with their critical thinking in class.* **80%** *of students report using technology to be creative.*

Strategy/Activity 1

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 2

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 the budget.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3,000	**Title 1**

Strategy/Activity 3

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.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Technology mentors have been secured to ensure teachers understand how to use technology, and also to help support tools to reach the community via video presentations and instructional support and engagement for families and students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3696	**Title 1**

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

All Students

To ensure teachers have all the resources they need to support various learning styles teachers will have access to additional technology to engage all senses and experiences and engagement for students in and out of the classroom such as Green Screens and Cameras, Sound Systems, sewing machines for creative access to math problem solving, and microscopes and other hands on tools for greater learning in the arts and sciences. Arts based learning, such as sewing or building, also helps to break gender roles and allows all students the opportunity to express themselves in a creative and positive manner as they gain access to academic concepts and language.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**Cost Included in Goal 2**

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.

Post Pandemic students have likely felt peer isolation and limited social interactions. School routines will have not been taught or have been forgotten, the greater sense of community may be a foreign concept as things have happened in isolation. Focus should be on engagement, peer connections, community building, and positive self concept.

Metric	2020-2021 Baseline	May 2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	97%	92%	98%
Chronic Absenteeism	9%	32%	*The Chronic Absenteeism rate will be reduced to **5%.***
Suspension Rate	0%	1%	***1%***
Expulsion Rate	0%	0%	***0 students***
Student Safety, Connectedness and Belonging	*Survey not available in 2020-21*	*96% feel safe at school* *79% feel connected at school*	*97% feel safe at school* *70% feel connected at school*

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 the classroom.*

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)
$0	**District Supported/ Site Staff Meetings**

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 a creative 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 the curriculum. Utilizing a release day, 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, sewing. 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**
$0	**Cost included in Goal 4**

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

In an effort to support 21st Century Learners and promote small group session learning to meet students where they are, we need to provide classroom environments that support the needs of such teaching and learning techniques. Having appropriate furniture to support classroom configurations for small group interactions, collaboration, and mobility is paramount. Shifting the classrooms to this mobile learning space will begin at upper grade to promote learning with our older students and foster independence. Each year we will continue until all classrooms are completed.

Amount(s)   Source(s)

$11,579	**LCFF**

Source(s)

Amount(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

A warm and welcoming physical environment is as important to a student's sense of belonging as a rigorous and supportive academic environment. Having a library with carpet that is old and falling apart is not only hazardous, but also can make students, families, and staff members feel undervalued. Upgrading this environment to show that we care and promote a safe space to walk without tripping hazards, and a new and welcoming environment that says that the space a student spends most of their day is important and well cared for. Helping to replace the carpet is making this positive statement to our community.

$5,000	Site Discretionary
$5,000	Donation Fund
$0	District Funded/Supplemented

Strategy/Activity 6

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. Stipend will be provided to ensure commitment to after school trainings, supports and meetings, support leadership needs and teacher needs as they exceed adjunct duties

Amount(s)   Source(s)

$4,000	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Our hands-on learning center, which will include sewing machines, microscopes, building materials, and cooking supplies, not only helps to break gender roles and allows all students the opportunity to express themselves in a creative and positive manner as they gain access to academic concepts and language, breaks down gender roles, and supports learning in an environment that promotes multiple learning modalities and takes down "traditional" academic classroom gatekeeping and allows experiences go guide learning for students who may benefit from non traditional teaching.

$0	**Cost included in Goal 2**

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. Additionally, to ensure all students' needs are met and students have ample time with a counselor, Anderson will provide one contracted counselor for additional support. This resource is particularly needed post Covid. Students have been isolated from peers and highly stressed regarding learning and health during the Pandemic. Having access to professional Counselors and providing opportunities to express feelings through multiple means is likely to be in higher demand than it was pre-pandemic.

Amount(s)	Source(s)
$0 (Social Worker Intern)	District Funded
$0 (Rebecca's Services)	District Funded
$7,200 Almaden Valley Counseling	Title 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Restorative Practices is a great way for students to work through conflict and engage with one another in a positive way, while continuing to focus on the building of community. Teachers will continue to train in Restorative Practices in staff meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	Staff Meetings/PLCs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All Students

After school programs and opportunities allow students who need additional support after school to get both academic and social experiences that support learning and belonging. Ensuring a safe space where students and families depend on, and appreciate, not only keeps students supported, but also engages in areas that diminish risky behaviors and encourages creativity and quality friendships and relationships through the arts, science, and physical education.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**Cost included in Goal 1**

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All Students

Ensuring teachers are trained and culturally competent is of the utmost importance for the mental health of our students. Bringing in programs such as Partners to train in PBIS and other systems of support and refresh engaging and supportive ways to meet our students' needs is invaluable to maintain a sense of belonging and connectedness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**Cost included in Goal 1**

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.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	**Mean Averages:** HSC - 6 parents Koffee Klatch - 2 Parents ELAC - 5 parents HABLA - 2 parents School Site Council - 7 (100%)	**Mean Averages:** HSC - 12 parents Koffee Klatch - 7 Parents ELAC - 8 parents HABLA - 3 parents School Site Council (100%)	Add 50% higher attendance to each meeting group
Attendance at District Parent Meetings	Reps attendance at DO Meetings - **DAC -** 100% - **H&SC** - 100% - **ELAC** - 90%	Reps attendance at DO Meetings - **DAC -** 100% - **H&SC** - 80% - **ELAC** - 90%	Have reps attend all District Meetings
Parent Engagement Events/Community Events	Virtual Bingo Back to School Night Virtual Book Fair	Bingo Back to School Night Open House Principal Partnership Bike Rodeo Student Council Bake Sale Tree Planting with CTLA	Increase student events to include Parent information/training nights
Parent Square Delivery and Post Data	**Delivery:** 78% email 17% Texts 43% App **Posts:** Data not accessible	**Delivery**: 84% email 97% texts 59% app **Posts:** School - 200 Class - 1,269 Group - 228	Increase deliver engagement by 10% - Maintain focus on Parent Square as primary mode of communication

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)
$1,894	**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

Strategy/Activity

Students to be Served by this Strategy/Activity

All Families

Access to our hands-on classroom material, including sewing machines will be provided to our families. ELAC consensus was that they would like to provide cultural experiences through creating authentic dress and other such opportunities through the arts. Parents will help with providing and creating materials for cultural traditions and experiences. The school will provide access to tools to support this effort and support family engagement.

$0	Cost included in Goal 2

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	**$192,540**

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	**$148,662**

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

State or Local Programs	Allocation ($)
LCFF	**$33,878**