

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William Anderson Elementary School	19-64691-6014831		January 2022

Purpose and Description

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

Schoolwide Program

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district’s initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the course of the school year, parents, teachers, and other staff members participate in the LCAP survey. These results are used to determine district LCAP priorities.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges.

Principal walkthroughs: Formal and informal classroom observations are conducted by the Principal, Assistant Principal. Walkthrough data is used to inform site and district professional development as well as grade level collaboration time.

Evaluation cycle

A formal observation protocol is utilized by administrative staff members after classroom observations. As per LTA contract, teachers participate in a formal evaluation cycle that focuses on the California Standards for Teaching Profession (CSPT). This process includes goal setting, formal classroom observations, and formative and summative feedback in order to improve instruction practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Locally designed formative math assessments are given each trimester in elementary, and IABs are administered in middle school math classes for the same purpose. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 1 and 4 in elementary. The district also utilizes STAR Math 3 times a year for math assessment. The District also utilizes a Language Acquisition Assessment 2 - 3 times a year for English Lerner's. STAR Reading assessment and/or Units 1 and 4 of Benchmark Advance for reclassification criterion for K-3 students.

Summative and formative assessments will be used to determine student needs for interventions, staff development, purchase of materials, lesson plans, and classroom support. Professional learning communities of teachers and other staff will use the data to develop, design and implement instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

To monitor student progress, the principal, assistant principal, and TOSA leadership team continually benchmark/unit assessments from both the ELA curriculum (Benchmark Advance) and the math curriculum (Everyday Math). Professional development time and collaboration time are utilized to discuss findings and instructional implications with teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff development is at the site level. Teachers will receive Professional Development and Coaching using a Continuous Cycle of Improvement module to gain a deeper knowledge of the district's Instructional Focus : Purposeful Questioning and Academic Discourse to Deepen Students Understanding and Critical Thinking.

Anderson school has a Language Arts Specialist paid for through district funds. We also have two 23 hour per week instructional aides working with students identified as far below in the area of foundational skills using pull out and push in and working with small groups or one on one. Anderson also has two 23 hour aides for Math Intervention . In addition we have a library/media clerk to support our school library and curriculum needs. Anderson currently has a community liaison who supports parent volunteers, parent workshops and trainings and organize school events. In addition, we have an English Learner Instructional Resource Teacher (ELIRT) who supports our integrated ELD and designated ELD practices, coordinates ELPAC testing of initial students as well as the ELPAC summative assessment, and coordinates all state and federal programs relating to the reclassification of ELs. Anderson also has a Math TOSA who supports school-wide professional development of our mathematics instructional practices.

Teachers meet in grade level teams two to three times a month to discuss grade level needs, student data, and academic goals. Teachers discuss the strategies they will use in their classrooms for their focus area, the assessments to monitor progress, and they share resources and ideas that will support student achievement.

Instructional Assistants in the Learning Center, Literacy Center, and Life Skills classrooms receive professional development on intervention programs and processes, progress monitoring, mandated reporter, suicide prevention, and PBIS.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A Language Arts Specialist, Math TOSA, and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers have 50 minutes of structured collaboration time per week while students are at PE. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Anderson currently uses key standards in each classroom which have been adopted by the Lawndale Elementary School District and align with the California State Standards. In addition, Anderson uses both the English Language Arts Standards and the English Language Development Standards. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials. Each teacher has materials that support this model as well as access to supplemental materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Anderson adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Trimester maps are used in all core curriculum areas. Grade Levels also develop planning guides and co-plan lessons.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. In addition, supplemental resources are available to all teachers that are aligned with the standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards aligned instructional materials are used in all core curriculum areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Anderson provides multiple services to underperforming students: 1) Interventions: before and after school programs that target literacy, math, and English Language Development, 2) push-in small group instruction: instructional assistants, Learning Center Teachers, Language Arts Specialist pull students for small group instruction in the classrooms, and 3) Pullout small group instruction: instructional assistants, Learning Center Teachers and Instructional Assistants under the direction of the Language Arts Specialist and Math TOSA pull out students for small group instruction. Math TOSA, ELIRT, and Language Arts Specialist support teachers with professional development on differentiating instruction and providing classroom tier 2 services.

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

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

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

The community liaison plays a vital role in bridging the gap between home and school, as she works to involve families in school activities. She helps to connect families with a variety of service providers within the District and the community. Additional family, school, district and community resources available to assist students include:

Reading Partners

Little Company of Mary Hospital Medical Van

Annual Eye Exams

Annual Dental Screenings

Referrals available for Counseling by the Department of Mental Health

Attendance Program

Realizing Amazing Potential (RAP) after-school program, before, and kinder.

Resource Specialist

Health Aide on-site

School Psychologist (.5 FTE)

Adaptive P.E. Specialist

Occupational Therapist

Little Company of Mary Physical Education Program

P. S. Arts

Didi Hersch and Masada Counseling Services

Adult Mentors

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

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

According to the most recent parent survey, 73% of parents agree Anderson provides a high-quality educational program. Some areas identified for improvement include: 16.7% of parents would like more after school academic support for their child(ren). 11.7% of parents would like additional resources and training to help students learn at home.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, certificated teachers, and classified employees. SSC meets on a monthly basis to review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.15%	0.2%	0.34%	1	1	2
African American	7.77%	8.4%	7.21%	51	53	43
Asian	5.18%	5.5%	7.38%	34	35	44
Filipino	0.61%	1.0%	1.51%	4	6	9
Hispanic/Latino	76.07%	75.1%	75.50%	499	476	450
Pacific Islander	1.68%	1.4%	0.67%	11	9	4
White	2.29%	3.0%	3.52%	15	19	21
Multiple/No Response	1.22%	1.4%	1.17%	8	9	7
Total Enrollment				656	634	596

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	119	125	101
Grade 1	97	90	105
Grade 2	117	99	77
Grade 3	93	124	94
Grade 4	97	99	118
Grade 5	127	94	99
Grade 6	3	1	2
Grade 7	3	2	
Total Enrollment	656	634	596

Conclusions based on this data:

- Overall, Anderson's enrollment has decrease over the last several years from 730 in 2017-18 to 599 in 2021-22. This trend of decreasing enrollment has impacted the region and indicates a need to develop programs which attract families to the district. The COVID pandemic has exacerbated employment and housing inequities, possibly contributing to the declining enrollment trend.
- The percentage of Hispanic or Latino students has remained steady at approximately 75% of the student population. Our African American and Asian populations have remained steady at approximately 8% and 5% respectively.
- Enrollment in the primary grades has decreased over the course of the last three years. This indicates a need to improve test scores and programs which attract families to Anderson Elementary.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	321	231	186	46.3%	35.2%	29.3%
Fluent English Proficient (FEP)	64	126	101	9.2%	19.2%	15.9%
Reclassified Fluent English Proficient (RFEP)	9	85	21	2.8%	26.5%	9.1%

Conclusions based on this data:

1. Of the 636 students enrolled at Anderson, 231 (35.3%) of the students are English learners, 85 (26.5%) are RFEP, and 126 (19.2%) are FEP students. The data indicates that specific academic and language needs of language learners need to be considered and supported so that 35% of Anderson students can access pathways to reclassification.
2. For the last 3 years, data indicates that more than 35% of Anderson students (each year) were classified as English Learners. This indicates that the English learner population continues to be a significant group of students who need specific academic support and interventions.
3. The number of students who reclassified has increased to 40 students in 2018-19.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	101		119	98		0	97		0	97		0.0
Grade 4	127		97	126		0	126		0	99.2		0.0
Grade 5	124		90	116		0	116		0	93.5		0.0
All	352		306	340		0	339		0	96.6		0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2458.			39.18			28.87			16.49			15.46		
Grade 4	2465.			23.81			23.02			24.60			28.57		
Grade 5	2476.			14.66			26.72			23.28			35.34		
All Grades	N/A	N/A	N/A	25.07			25.96			21.83			27.14		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	31.96			47.42			20.62			
Grade 4	20.63			53.97			25.40			
Grade 5	13.79			53.45			32.76			
All Grades	21.53			51.92			26.55			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	30.93			48.45			20.62		
Grade 4	20.63			53.97			25.40		
Grade 5	14.66			55.17			30.17		
All Grades	21.53			52.80			25.66		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	29.90			64.95			5.15		
Grade 4	22.22			62.70			15.08		
Grade 5	9.48			65.52			25.00		
All Grades	20.06			64.31			15.63		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	40.21			48.45			11.34		
Grade 4	20.63			49.21			30.16		
Grade 5	21.55			46.55			31.90		
All Grades	26.55			48.08			25.37		

Conclusions based on this data:

- Due to COVID-19 closures, achievement data is from the 2018-19 school year.

Anderson scored above the district average in 3rd (68% met and exceeded) and 4th(47% met and exceeded) grade ELA. Third grade increased the proficiency percentage by 16 percentage points. Fourth grade decreased the proficiency percentage by 7 percentage points. 42% of Anderson 5th graders met or exceeded standard which was a two percentage point decrease from the previous year. This data indicates that all three grade levels made growth from the previous school year. This data also indicates that, as a school site, we need to continue to refine our practices with the Benchmark Advance ELA curriculum in order to improve student achievement.
- Due to COVID-19 closures, achievement data is from the 2018-19 school year.

In 4th and 5th grade, 45% and 17% of English Learners, respectively, met or exceeded proficiency on the SBAC ELA assessment which was an increase from the previous year. In 5th grade there is a 25 percentage point achievement gap between ELs and EOs. In 4th grade, the achievement gap between ELs and EOs is 2 percentage points, which shrank considerably from the previous year. In 3rd grade, the achievement gap between ELs and EOs is 6 percentage points. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- Due to COVID-19 closures, achievement data is from the 2018-19 school year.

The African American student group is performing above the overall group in 3rd grade ELA SBAC with a higher distance from met average scaled score. In both 4th and 5th grade, the African-American student group is performing below the overall group as measured by SBAC ELA scaled score averages. In 4th the African American scaled score gap is 9 scaled score points. In 5th grade, the African American score gap is 56 average scaled score points. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	101		119	98		0	98		0	97		0.0
Grade 4	127		97	127		0	127		0	100		0.0
Grade 5	124		90	120		0	119		0	96.8		0.0
All	352		306	345		0	344		0	98		0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2470.			38.78			30.61			18.37			12.24		
Grade 4	2468.			14.17			26.77			39.37			19.69		
Grade 5	2467.			10.92			14.29			26.89			47.90		
All Grades	N/A	N/A	N/A	20.06			23.55			29.07			27.33		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	59.18			27.55			13.27			
Grade 4	24.41			40.94			34.65			
Grade 5	14.29			30.25			55.46			
All Grades	30.81			33.43			35.76			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	36.73			44.90			18.37		
Grade 4	14.96			53.54			31.50		
Grade 5	13.45			43.70			42.86		
All Grades	20.64			47.67			31.69		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	39.80			42.86			17.35		
Grade 4	22.83			48.82			28.35		
Grade 5	9.24			42.02			48.74		
All Grades	22.97			44.77			32.27		

Conclusions based on this data:

1. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
25% of 5th grade students met or exceeded standard on SBAC math. This demonstrates no growth from the previous year, and is still significantly below district average. This cohort of students also decreased on their proficiency percentages from 4th grade. Teachers need more support with the implementation of the Everyday Math curriculum and CGI practices.
2. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
In mathematics, 39% of English Learners in 4th grade were proficient on the CAASPP, compared to 41% for all students. 8% of English Learners in 5th grade were proficient on the CAASPP, compared to 25% for all students. This demonstrates that our English Learners in 4th and 5th grade need additional support with language development so they may adequately access the math curriculum.
3. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
As a school site, claim 1, concepts and procedures are a clear area of need for all students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1441.7	1431.3	1422.5	1448.1	1437.3	1423.9	1426.6	1417.1	1419.2	79	58	46
1	1490.2	1450.9	1445.4	1494.8	1463.0	1456.6	1485.2	1438.3	1433.7	38	51	33
2	1526.9	1513.9	1430.2	1517.6	1521.0	1427.6	1535.7	1506.2	1432.4	46	33	38
3	1512.6	1513.4	1455.5	1501.1	1510.2	1453.3	1523.8	1516.0	1457.4	67	33	55
4	1496.2	1542.6	1504.7	1487.0	1539.8	1514.1	1504.7	1544.8	1494.8	38	62	27
5	1500.0	1505.1	1533.2	1494.2	1495.6	1545.2	1505.1	1514.4	1520.6	48	36	18
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.51	8.62	23.91	30.38	46.55	19.57	20.25	36.21	36.96	*	8.62	19.57	79	58	46
1	73.68	3.92	9.09	*	47.06	24.24	*	39.22	45.45		9.80	21.21	38	51	33
2	76.09	39.39	0.00	*	36.36	39.47	*	21.21	28.95	*	3.03	31.58	46	33	38
3	*	36.36	3.64	56.72	36.36	25.45	23.88	18.18	45.45	*	9.09	25.45	67	33	55
4	*	38.71	25.93	36.84	40.32	37.04	*	16.13	25.93	*	4.84	11.11	38	62	27
5	31.25	22.22	22.22	43.75	30.56	38.89	*	25.00	27.78	*	22.22	11.11	48	36	18
6		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	39.88	23.27	12.39	34.89	40.36	28.90	16.20	26.55	36.70	9.03	9.82	22.02	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	49.37	15.52	21.74	29.11	44.83	23.91	*	31.03	30.43	*	8.62	23.91	79	58	46
1	81.58	23.53	21.21	*	47.06	27.27	*	19.61	36.36		9.80	15.15	38	51	33
2	80.43	51.52	13.16	*	33.33	26.32	*	15.15	28.95		0.00	31.58	46	33	38
3	35.82	57.58	12.73	41.79	27.27	38.18	16.42	9.09	27.27	*	6.06	21.82	67	33	55
4	47.37	59.68	44.44	*	25.81	33.33	*	9.68	14.81	*	4.84	7.41	38	62	27
5	54.17	44.44	61.11	27.08	22.22	22.22	*	8.33	16.67	*	25.00	0.00	48	36	18
6		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	54.52	40.00	23.85	25.86	34.18	29.36	11.21	16.36	27.06	8.41	9.45	19.72	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.65	10.34	23.91	15.19	34.48	21.74	44.30	44.83	30.43	*	10.34	23.91	79	58	46
1	57.89	1.96	0.00	*	29.41	39.39	*	41.18	18.18	*	27.45	42.42	38	51	33
2	65.22	9.09	0.00	*	57.58	31.58	*	27.27	28.95	*	6.06	39.47	46	33	38
3	*	18.18	0.00	43.28	45.45	18.18	28.36	21.21	45.45	*	15.15	36.36	67	33	55
4	*	27.42	0.00	42.11	32.26	37.04	*	30.65	44.44	*	9.68	18.52	38	62	27
5	22.92	11.11	16.67	43.75	16.67	11.11	*	47.22	33.33	*	25.00	38.89	48	36	18
6		*	*		*	*		*	*	*	*	*	*	*	*
All Grades	31.78	13.45	6.42	30.53	34.55	26.15	23.99	36.00	33.94	13.71	16.00	33.49	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.89	15.52	19.57	22.78	75.86	63.04	*	8.62	17.39	79	58	46
1	84.21	58.82	27.27	*	31.37	66.67		9.80	6.06	38	51	33
2	86.96	48.48	10.53	*	51.52	57.89		0.00	31.58	46	33	38
3	35.82	24.24	14.55	55.22	66.67	52.73	*	9.09	32.73	67	33	55
4	34.21	35.48	48.15	44.74	58.06	44.44	*	6.45	7.41	38	62	27
5	50.00	5.56	44.44	35.42	69.44	55.56	*	25.00	0.00	48	36	18
6		*	*		*	*	*	*	*	*	*	*
All Grades	58.88	31.64	23.39	31.46	58.18	56.88	9.66	10.18	19.72	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	43.04	18.97	21.74	41.77	70.69	50.00	15.19	10.34	28.26	79	58	46
1	65.79	11.76	12.12	31.58	76.47	72.73	*	11.76	15.15	38	51	33
2	80.43	42.42	23.68	*	57.58	44.74		0.00	31.58	46	33	38
3	50.75	69.70	29.09	43.28	21.21	47.27	*	9.09	23.64	67	33	55
4	55.26	72.58	51.85	*	20.97	37.04	*	6.45	11.11	38	62	27
5	66.67	58.33	72.22	*	19.44	16.67	*	22.22	11.11	48	36	18
6		*	*		*	*	*	*	*	*	*	*
All Grades	57.01	43.64	30.28	32.09	45.82	47.25	10.90	10.55	22.48	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	27.85	5.17	17.39	64.56	87.93	60.87	*	6.90	21.74	79	58	46
1	65.79	9.80	12.12	*	56.86	33.33	*	33.33	54.55	38	51	33
2	73.91	18.18	0.00	*	72.73	52.63	*	9.09	47.37	46	33	38
3	*	12.12	0.00	70.15	69.70	41.82	20.90	18.18	58.18	67	33	55
4	*	20.97	3.70	57.89	61.29	70.37	31.58	17.74	25.93	38	62	27
5	*	16.67	16.67	64.58	55.56	38.89	*	27.78	44.44	48	36	18
6		*	*		*	*	*	*	*	*	*	*
All Grades	30.53	13.45	7.34	52.65	67.27	49.54	16.82	19.27	43.12	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.63	51.72	43.48	37.97	32.76	39.13	*	15.52	17.39	79	58	46
1	34.21	3.92	3.03	60.53	82.35	69.70	*	13.73	27.27	38	51	33
2	54.35	24.24	5.26	39.13	66.67	68.42	*	9.09	26.32	46	33	38
3	43.28	45.45	5.45	49.25	45.45	70.91	*	9.09	23.64	67	33	55
4	42.11	40.32	3.70	44.74	51.61	77.78	*	8.06	18.52	38	62	27
5	47.92	19.44	11.11	39.58	55.56	72.22	*	25.00	16.67	48	36	18
6		*	*		*	*	*	*	*	*	*	*
All Grades	45.48	31.64	13.30	43.61	54.55	64.22	10.90	13.82	22.48	321	275	218

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the previous year, 40% of ELs scored at a level 4 on the overall summative ELPAC test. 35% of students scored a level 3.
2. The reading domain had the lowest percentage of students scoring in the "Well Developed" range, with only 30.53%.
3. In the previous school year, 54 students were reclassified as RFEP. While this was an increase over the previous year, only 17% of Anderson ELs were reclassified

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
634	90.2	29.3	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	186	29.3
Foster Youth	4	0.6
Homeless	7	1.1
Socioeconomically Disadvantaged	572	90.2
Students with Disabilities	89	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	8.4
American Indian or Alaska Native	1	0.2
Asian	35	5.5
Filipino	6	0.9
Hispanic	476	75.1
Two or More Races	9	1.4
Native Hawaiian or Pacific Islander	9	1.4
White	19	3.0

Conclusions based on this data:

- 35% of Anderson students are classified as English Learners. This percentage has remained relatively steady over the past years. This also indicates a need to continue to have a differentiated, robust designated and integrated ELD program.

2. 86.3% of Anderson students are socioeconomically disadvantaged students. Due to this, additional academic supports/interventions should continue to remain in place for SES students who struggle academically.
3. 74% of Anderson's student body is Latino/Hispanic. The next largest student group is African-American at 8.1% and Asian and 4.2%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="672 667 946 699">Chronic Absenteeism</p>  <p data-bbox="773 747 852 779">Green</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1252 747 1331 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="293 947 373 978">Green</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

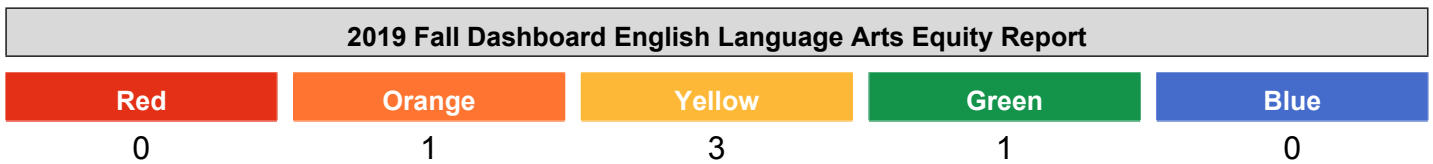
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 3.7 points below standard Maintained ++0.6 points 339	<p>English Learners</p> Yellow 8.9 points below standard Increased ++3.1 points 178	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 6.1 points below standard Maintained -0.9 points 290	<p>Students with Disabilities</p> Yellow 64.2 points below standard Increased ++8.7 points 60

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 25.4 points below standard Increased ++12.6 points 30	 No Performance Color 0 Students	 No Performance Color 10.2 points below standard Declined Significantly -33.6 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5 points below standard Increased ++3.1 points 253	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
15.5 points below standard Increased Significantly ++22.0 points 154	33.3 points above standard Declined -13.2 points 24	1.9 points below standard Declined -5.2 points 151

Conclusions based on this data:

- In 3rd grade ELs are scoring 29 scaled score points above the minimum for met. In 4th grade, ELs scored 16 average scaled score points below the minimum for met. In 5th grade, ELs scored an average of 82 scaled score points below met. Based on this data, Anderson needs to continue to provide designated ELD time, provide additional PD for teachers on integrated ELD practices, and provide newcomer support. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- SES students are currently scored 4.3 scaled score points below level 3. This was an increase of 11 points from the previous year. Based on this data, Anderson needs to provide targeted interventions in ELA and provide PD, including release time and sub days, for professional development in the areas of ELA strategies and effective use of the curriculum. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- Students with disabilities are currently 82 points below level 3. This was an increase of 36 average scaled score points from the previous year. Based on this data, Anderson needs to continue to provide intervention software and technology to SWDs. Additionally, SPED teachers need to be provided release time for articulation of individual

student need/goals with general education teachers. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

Academic Performance Mathematics

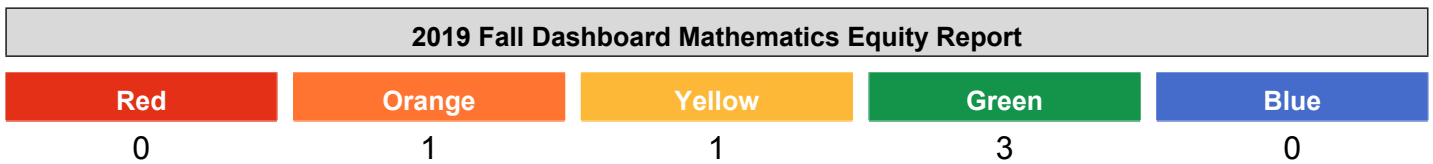
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 13.5 points below standard Increased ++4.9 points 339	<p>English Learners</p> Green 18.4 points below standard Increased ++7.7 points 178	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Green 16.7 points below standard Increased ++3.9 points 290	<p>Students with Disabilities</p> Yellow 63.5 points below standard Increased ++14.7 points 60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 48.8 points below standard Maintained -1 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 20.6 points below standard Declined Significantly -48.3 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.9 points below standard Increased ++8.4 points 253	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

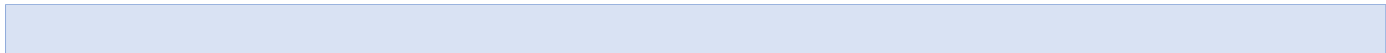
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
20.1 points below standard Increased Significantly ++22 points 154	7.7 points below standard Declined Significantly -17.9 points 24	11.9 points below standard Maintained -0.3 points 151

Conclusions based on this data:

1. English Learners are currently 24.6 below level 3. Based on this data, Anderson needs to provide professional development for integrated ELD, provide release time for lab days/instructional rounds, and provide parent workshops on math instruction. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
2. SES students scored 19.5 points below level 3. Based on this data, Anderson needs to provide release time for lab days/instructional rounds, provide parent workshops on math instruction, provide math family night, purchase additional instructional materials including math manipulatives. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
3. Students with disabilities scored 81.6 points below level 3. Based on this data, Anderson needs to purchase instructional materials and technology for SWD. Additionally, Anderson needs to support articulation between SPED and general education teachers to ensure individual student needs and goals are being met. Due to COVID-19 closures, achievement data is from the 2018-19 school year.



School and Student Performance Data

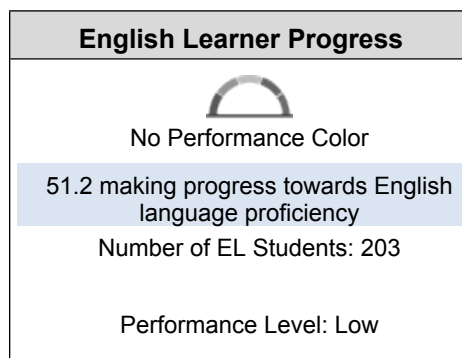
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2	30.5	9.3	41.8

Conclusions based on this data:

- LESD's average for English learner status is at 74.1% (medium level). Compared with the district, status of the 316 English learner students at Anderson is at 69% (medium level) with a 3.2% decrease in change from the previous year. Based on this data, specific supports for English learners need to continue. Continued support includes newcomer interventions, additional PD for teachers on integrated ELD practices and academic discourse, designated ELD support with instructional materials, and targeted interventions in ELA for English learners. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- In English Language arts, English learner students are 22 points below level 3, having declined 5 points. The data indicates the need for continued support of designated ELD supports with instructional materials, targeted intervention for English learners in ELA and newcomer groups. This indicates a strong need for implementing integrated ELD practices into all content areas. Due to COVID-19 closures, achievement data is from the 2018-19 school year.
- In Mathematics, English learner students are 24.6 points below level 3, having declined 3.6 points. The data demonstrates the need for continued provision of PD for teachers on integrated ELD practices as well as academic discourse in order to support English learner needs in mathematics. This indicates a strong need for implementing

integrated ELD practices into all content areas. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

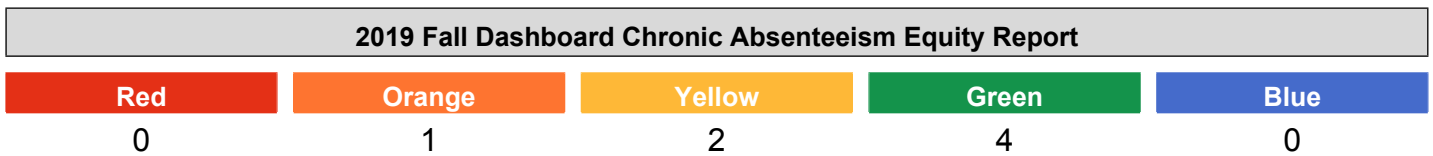
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 8.4 Declined -1.1 722	<p>English Learners</p>  Green 6.6 Declined -2.4 335	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 15.4 13	<p>Socioeconomically Disadvantaged</p>  Green 8.4 Declined -1.8 622	<p>Students with Disabilities</p>  Yellow 12.7 Declined -7.7 102

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 19 Increased +8.1 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 3.1 Increased +0.6 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.6 Declined -2.2 543	 Green 8 Declined -1.6 50	 No Performance Color 0 Declined -8.3 11	 No Performance Color 15.8 Increased +1.5 19

Conclusions based on this data:

1. African American students decreased their level of chronic absenteeism from 17.3% to 10.9%. While this is an improvement, this indicates a need to continue to implement our African American mentoring program as well and continuing to monitor attendance for this subgroup.
2. William Anderson has a chronic absenteeism rate of 9.6% which is higher than the district average of 7.2%. This indicates a need to continue to improve our attendance monitoring practices and continue to implement attendance incentives at the classroom, grade level, and site level.
3. Students with disabilities have demonstrated the highest level of chronic absenteeism at 20.4%. This indicates a need to continue to monitor attendance for this subgroup and increase parental awareness.

School and Student Performance Data

Conditions & Climate Suspension Rate

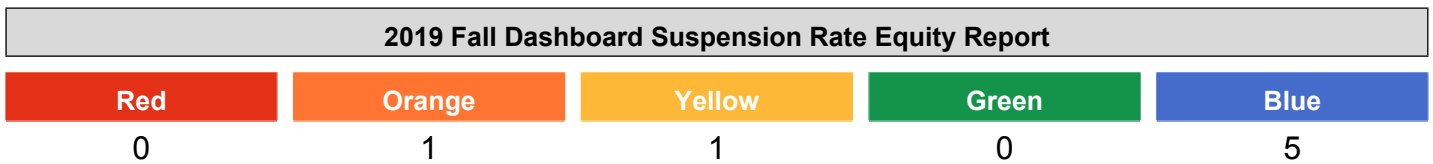
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.8</p> <p>Maintained +0.2</p> <p>733</p>	<p>English Learners</p> <p>Blue</p> <p>0.3</p> <p>Declined -0.5</p> <p>340</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.5</p> <p>Declined -0.3</p> <p>629</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>2</p> <p>Maintained -0.1</p> <p>102</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4.7 Increased +1.6 64		 Blue 0 Maintained 0 33	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5 Maintained 0 551	 Blue 0 Maintained 0 50	 No Performance Color 0 Maintained 0 11	 No Performance Color 0 Maintained 0 20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.8

Conclusions based on this data:

1. The overall suspension rate for all students is 0.7% and falls into the "low" status category. Based on this data, Anderson should continue its PBIS implementation as well as its use of the school Social Worker and counseling programs.
2. The suspension status category for African American students and Students with Disabilities falls into the "Medium" range with rates of 2.5% and 2.1% respectively. Based on this data, Anderson should continue its PBIS implementation as well as its use of the school Social Worker and counseling programs. Additionally, Anderson should continue its mentoring program for African American students.
3. The change rate All subgroups declined with the exception of White students who increased by 3.6% from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Academic Achievement

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2018-2019 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners.

Goal 1

Local assessment data is being used in determining site academic goals in ELA and mathematics.

By the conclusion of the 2022 - 2023 school year, all students at Anderson Elementary will increase their overall percentage meeting or exceeding standard on the Benchmark Unit 5 assessment in ELA from 13% to 25%. In the area of Mathematics, all students at Anderson Elementary will increase their overall percentage meeting or exceeding standard on the 3rd Trimester Math Open Response Assessment by 10 percentage points (individual grade level metrics below).

By the conclusion of the 2022 - 2023 school year, 3rd grade students will increase the percentage of students At/above standard on the STAR reading assessment from 40% to 50%. 4th grade students will increase the percentage at/above from 47% to 57%. 5th grade students will increase the percentage at/above from 38% to 48%.

In the area of mathematics, By the conclusion of the 2022 - 2023 school year, 3rd grade students will increase the percentage of students At/above standard on the STAR math assessment from 46% to 56%. 4th grade students will increase the percentage at/above from 47% to 57%. 5th grade students will increase the percentage at/above from 42% to 52%.

Identified Need

Based on local data, the COVID-19 pandemic has had a significant impact on the academic achievement of the majority of students as indicated by the low percentages of students meeting or exceeding standard on benchmark assessments in ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Unit 5 Assessment	Grade 1 - 26% At/Above Grade 2 - 8% At/Above Grade 3 - 10% At/Above Grade 4 - 10.9% At/Above Grade 5 - 9.2% At/Above	Grade 1 - 40% At/Above Grade 2 - 28% At/Above Grade 3 - 30% At/Above Grade 4 - 30% At/Above Grade 5 - 30% At/Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Trimester Math Open Response Assessment	Grade 1 - 74.2% At/Above Grade 2 - 51.6% At/Above Grade 3 - 42.3% At/Above Grade 4 - 33% At/Above Grade 5 - 25.5% At/Above	Grade 1 - 80% At/Above Grade 2 - 60% At/Above Grade 3 - 52% At/Above Grade 4 - 45% At/Above Grade 5 - 40% At/Above
STAR Reading	Grade 3 - 40% At/above Grade 4 - 47% At/above Grade 5 - 38% At/above	Grade 3 - 50% At/above Grade 4 - 57% At/above Grade 5 - 48% At/above
STAR Math	Grade 3 - 46% At/above Grade 4 - 47% At/above Grade 5 - 42% At/above	Grade 3 - 56% At/above Grade 4 - 57% At/above Grade 5 - 52% At/above

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, SES, EL, African-American, foster/homeless, Hispanic or Latino.

Strategy/Activity

To support continued improvement in teachers' instructional practices, provide two roving subs for collaborative goal setting meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

280.00

Source(s)

Supp & Con 1

To support continued improvement in teachers' instructional practices, provide two roving subs for collaborative goal setting meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Certificated and Classified Fringes for Goal 1 related services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

209.00

Source(s)

Supp & Con 1

Certificated and Classified Fringes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To organize textbook distribution and prepare the library, provide 20 additional hours for library/media clerk.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Supp & Con 1

To organize textbook distribution and prepare the library, provide 20 additional hours for library/media clerk.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support implementation of ELA/ELD, math, and science standards, purchase instructional materials. To promote physical activity purchase recess equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00	Supp & Con 1 To promote physical activity purchase recess equipment.
5172.00	Supp & Con 1 To support implementation of ELA/ELD, math, and science standards, purchase instructional materials.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities, SES, EL, African-American, foster/homeless, Hispanic or Latino.

Strategy/Activity

To support inclusion and supporting all students, administrator to attend ACSA Every Child Counts Conference. Conference tuition and related expenses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Supp & Con 1 To support inclusion and supporting all students, administrator to attend ACSA Every Child Counts Conference. Conference tuition and related expenses.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To promote health and wellness and support physical education program, fund Hoop It Up fitness assembly. To promote NGSS standards and instruction, fund Mad Science assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1100.00	Supp & Con 1

	To promote health and wellness and support physical education program, fund Hoop It Up fitness assembly.
925	Supp & Con 1 To promote NGSS standards and instruction, fund Mad Science assemblies.
995.00	Supp & Con 1 To support diversity, inclusion and social justice topics, fund a the Mobile Ed. Martin Luther King Jr. performance assembly.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To promote health and wellness and support physical education program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
676.00	Supp & Con 1 To promote health and wellness and support physical education program, purchase Lap Tracking software subscription.
9300.00	Supp & Con 1 Provide all classroom teachers with \$300 supply budget for the 2021-22 school year.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

See Attached

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

See Attached

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure Access & Equity

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2021-22 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and reclassified English Learners.

Goal 2

Local assessment data is being used in determining site academic goals in ELA and mathematics.

By the end of the 2022 - 2023 school year, students in the following student groups will increase their percentage of At/Above benchmark on the STAR Reading assessment. English Learners will increase the percentage of At/Above benchmark from 15% to 25%. On STAR Math, English Learners will increase the percentage of At/Above Benchmark from 24% to 35%.

By the end of the 2022 - 2023 school year, students in the following student groups will increase their percentage meeting or exceeding standard on district benchmarks by the follow goals. On the Benchmark Unit 5 ELA assessment, the goal for English Learners will be to increase the percentage at/above standard from 7% to 15%. For Latino students, the goal will be to will be to increase the percentage at/above standard from 12% t0 25%. For African-American students, the goal will be to increase the percentage at/above standard from 18.2% to 30%. For students with disabilities, the goal will be to increase the percentage at/above standard from 3.8% to 10%.

In Mathematics, students in the following student groups will increase their percentage meeting or exceeding standard on the 3rd Trimester Open Response Math Assessment by the percentages indicated in the Annual Measurable Outcomes table below.

Identified Need

Areas of identified need in academic achievement include: Increasing academic achievement for English Learners in grades 4 and 5 in the areas of ELA and math. Increasing academic achievement for African-American in grades 4 and 5 in the areas of ELA and math. Students with disabilities in all grade levels show an achievement gap when compared to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Unit 5 ELA Assessment	EL - 7% at/above Latino - 12% at/above	EL - 7% at/above Latino - 12% at/above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American - 18.2% At/Above SWD - 3.8% At/Above	African American - 18.2% At/Above SWD - 3.8% At/Above
Grade 5 - T3 Math Open Response	EL - 8.3% At/Above Latino - 27.8% African- American - 14.3% SWD - 40%	EL - 20% At/Above Latino - 30% African- American - 25% SWD - 50%
Grade 4 - T3 Math Open Response	EL - 11.5% At/Above Latino - 31.6% African- American - 25% SWD - 33.3%	EL - 20% At/Above Latino - 40% African- American - 35% SWD - 40%
Grade 3 - T3 Math Open Response	EL -44.2% At/Above Latino - 44.1% African- American - 12.5% SWD - 41.2%	EL - 55% At/Above Latino - 55% African- American - 20% SWD - 50%
Grade 2 - T3 Math Open Response	EL -36.1 % At/Above Latino - 53.7% African- American - 57.1% SWD - 33.4%	EL - 45% At/Above Latino - 60% African- American - 65% SWD - 40%
STAR Reading	EL - 15% At/Above	EL - 25% At/Above
STAR Math	EL - 24% At/Above	EL - 35% At/Above

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

To provide support for TK-5th grade socio-economically disadvantaged students, English Learners, and other significant subgroups of students who are approaching standard in the area of

ELA and mathematics fund a total of 150 additional hours for teachers to provide before and after school interventions.

To support On Track to Greatness African-American mentoring program, provide additional hours for two teachers to provide after school workshops for students.

To promote inclusion and provide professional development on culturally responsive teaching practices, fund additional hours for book club with certificated staff members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7400.00	<p>Title I</p> <p>To provide support for TK-5th grade socio-economically disadvantaged students, English Learners, and other significant subgroups of students who are approaching standard in the area of ELA and mathematics fund a total of 150 additional hours for teachers to provide before and after school interventions.</p>
1600.00	<p>Title I</p> <p>To support On Track to Greatness African-American mentoring program, provide additional hours for two teachers to provide after school workshops for students.</p>
	<p>Title I</p> <p>To promote inclusion and provide professional development on culturally responsive teaching practices, fund additional hours for book club with certificated staff members.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

To provide struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency Language Arts, provide one instructional assistants (23 hours per week).

To provide struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency Language Arts, provide one instructional assistants (23 hours per week).

To provide students who are struggling in math in the primary grades, provide one three hour instructional assistant.

To provide inclusion support for newcomers and students with disabilities in the general education, provide one three hour instructional assistant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25794	<p>Title I</p> <p>To provide struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency Language Arts, provide one instructional assistants (23 hours per week).</p>
21794	<p>Title I</p> <p>To provide struggling students who are scoring in the urgent intervention and intervention grade with supplemental support and interventions in foundational skills and fluency, and with academic language acquisition for targeted basic students to move them towards proficiency Language Arts, provide one instructional assistants (23 hours per week).</p>
12502.00	<p>Title I</p> <p>To provide students who are struggling in math in the primary grades, provide one three hour instructional assistant.</p>
10270.00	<p>Title I</p>

To provide students who are struggling in math in the primary grades, provide one three hour instructional assistant.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, ELs,

Strategy/Activity

Additional hours for instructional assistants to provide before school English language acquisition interventions for newcomers in grades 2-5. Total of 144 additional hours.

Additional hours for Language Arts instructional aides to provide support in foundational skills and fluency, and with academic language acquisition for targeted students to move them towards proficiency in ELA and language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3095.00

Source(s)

Title I

Additional hours for instructional assistants to provide before school English language acquisition interventions for newcomers in grades 2-5. Total of 144 additional hours.

3095.00

Title I

Additional hours for Language Arts instructional aides to provide support in foundational skills and fluency, and with academic language acquisition for targeted students to move them towards proficiency in ELA and language acquisition.

2400.00

Title I

Additional hours for Math Instructional Assistant to provide targeted interventions and help mitigate learning loss due to COVID pandemic.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

Certificated and Classified Fringes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22146.00

Source(s)

Title I

Certificated and Classified Fringes related to other action items.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, EL, students performing below grade level.

Strategy/Activity

To support reading interventions, purchase 30 Read Naturally software licenses.

Provide leveled math practice and provide parents with access to math materials, purchase Moby Max web program license for each classroom. License provides at home access to help parents with at home math support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

To support technology integration, purchase 4 chromebook carts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1095.00	Title I To support technology integration, purchase Chromebooks, iPads, and related hardware.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

To support English Learners reclassify as R-FEP, purchase incentive books for students.

To support instruction on topics such as diversity, social justice and inclusion, purchase related picture books for classrooms.

To support summer reading program, purchase books to re-stock library supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I To support English Learners reclassify as R-FEP, purchase incentive books for students.
0	Title I
0	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SES, African Americans, SWD, ELs, Hispanic or Latino

Strategy/Activity

To support designated ELD instruction, purchase supplemental ELD materials.

To support CGI implementation, purchase supplemental math materials.

To support ELA interventions, purchase supplemental intervention materials.

To support SES students with accessing curriculum, purchase learning materials.

To support parent involvement and parent engagement, purchase materials for parent workshops and parent nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I To support designated ELD instruction, purchase supplemental ELD materials.
	Title I To support CGI implementation, purchase supplemental math materials.
	Title I To support ELA interventions, purchase supplemental intervention materials.
	Title I To support SES students with accessing curriculum, purchase learning materials.
2029.00	Title I Parent Involvement To support parent involvement and parent engagement, purchase materials for parent workshops and parent nights.
	Title I

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

(Identify either All Students or one or more specific student groups)

African-American Students

Strategy/Activity

To close the achievement gap and support the historically underserved African-American sub group, provide a mentoring program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13000.00

Source(s)

Title I

To increase African American student engage and support the historically under-served African-American student group, provide mentoring program for 4th and 5th grade African-American students with the 100 Black Men of Los Angeles organization. This contract would also include parent education.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities.

Strategy/Activity

To help Learning Center teachers and General Education teachers collaborate on goals for students with IEPs, provide roving subs for SPED passport meetings and assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

700.00

Source(s)

Supp & Con 2

To help Learning Center teachers and General Education teachers collaborate on goals for students with IEPs, provide roving subs for SPED passport meetings and assessments.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SWD

Strategy/Activity

Additional hours for Language Arts Specialist, Math TOSA, and ELIRT to review, disaggregate assessment data, prepare data for teachers, and plan site based professional development.. 10 hours each.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800.00

Source(s)

Supp & Con 2

Additional hours for Language Arts Specialist, Math TOSA, and ELIRT to review, disaggregate assessment data, prepare data for teachers, and plan site based professional development.. 10 hours each.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities, SES students, ELs

Strategy/Activity

Certificated Fringes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

312.00

Source(s)

Supp & Con 2

Certificated Fringes

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

See evaluation attachment

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

See evaluation attachment

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Parent and Student Engagement

LEA/LCAP Goal

In the area of Parent and Student Engagement, the LESD will see a 2% improvement over the next three years in the CA Healthy Kids Surveys as well as suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement.

Goal 3

By the conclusion of the 2022 - 2023 school year, Anderson school will increase ADA to reach the goal of 96.5%. Anderson Elementary will decrease the number of chronically absent students from 18 to 10. Note: The goal of 96.5% ADA reflects the impact of COVID related restrictions including quarantine requirements for students with symptoms and students designated as "close contacts."

Identified Need

Areas of identified need include: increasing school-wide ADA, decreasing suspension and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism All Students	Baseline 18 Students	Expected 10
Number of suspensions	2020-21 0	21-22 0
Average Daily Attendance (ADA) (taking into account COVID restrictions including quarantining)	2020-21 97.74	2021-22 96.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support an after school student running club, provide additional hours for Laura Schmitz (25 hrs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Supp & Con 3 To support an after school student running club, provide additional hours for Laura Schmitz (25 hrs)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To provide translation services for parents during parent conferences, provide 50 additional hours each for classified staff members.

To support the opening of the school, provide additional hours for classified staff to support enrollment and other clerical support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
681.00	Supp & Con 3 To provide translation services for parents during parent conferences, provide 50 additional hours each for classified staff members.
1424.00	Supp & Con 3 To support the opening of the school, provide additional hours for classified staff to support enrollment and other clerical support.
950.00	Supp & Con 3 To support the opening of the school, provide additional hours for Community Liaison to support enrollment and other office duties.

851.00	Supp & Con 3 Provide additional hours for SSA for trainings on topics such as PBIS, campus support, and mandated trainings.
3134.00	Supp & Con 3 150 additional hours to support student engagement and safety.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support the share table and provide additional supervision during recess to reduce office referrals, provide additional 50 additional hours total for student supervisors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1737.00	Supp & Con 3 To support PBIS implementation and student attendance, purchase attendance incentives for students and other PBIS materials.
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support parent workshops on a variety of topics including academic support and behavior, purchase materials and food for parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500.00

Source(s)

Supp & Con 3

To support parent workshops on a variety of topics including academic support and behavior, purchase materials and food for parent workshops.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fringe benefits for classified and certificated employees based on above action items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2530.00

Source(s)

Supp & Con 3

Fringe benefits for classified and certificated employees based on above action items.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

See evaluation attachment

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

See evaluation attachment

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide 21st Century Learning Environments

LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

Goal 4

By the conclusion of the 2022 - 2023 school year, increase the student use of technology to enhance learning and become proficient in 21st Century technology skills and increase the student to device ratio. Currently, Anderson has a device to student ratio that is greater than 1:1. The goal for 22 -23 will be to maintains the our student ratio 1:1 devices for all students TK - K through the maintenance and replacement of damaged Chromebooks and iPads. Additionally, Anderson school will meet 100% of Williams Compliance expectations for facilities, textbooks, and teacher credentialing.

Identified Need

Identified areas of need include: increasing device to student ration in 1st grade and maintaining up-to-date student Chromebooks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebook to student ratio	5th - 1:1 4th - 1:1 3rd - 1:1 2nd - 1:1 1st - 2:1	5th - 1:1 4th - 2:1 3rd - 2:1 2nd - 2:1 1st - 2:1

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support communication with school and families regarding homework and assignments, purchase homework folders and student planners.

To support a modern library, purchase library supplies and materials

To support assessments and 21st Century learning, purchase mice, headphones, misc. instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1926.00	Supp & Con 4 To support communication with school and families regarding homework and assignments, purchase homework folders and student planners.
1000.00	Supp & Con 4 To support a modern library, purchase library supplies and materials
2574.00	Supp & Con 4 To support assessments and 21st Century learning, purchase mice, headphones, misc. instructional materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support the functioning of the main office, purchase office supplies and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	Supp & Con 4 To support the functioning of the main office, purchase office supplies and materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support a modern library collection, purchase library books.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000.00

Source(s)

Supp & Con 4

To support a modern library collection, purchase library books.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support 21st Century Skills instruction and assessment, purchase Chromebooks, iPads and other related technology for student use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31938.00

Source(s)

Supp & Con 4

To support 21st Century Skills instruction and assessment, purchase Chromebooks, iPads and other related technology for student use.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$208,934.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$124,191.00
Title I Parent Involvement	\$2,029.00

Subtotal of additional federal funds included for this school: \$126,220.00

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

State or Local Programs	Allocation (\$)
Supp & Con 1	\$23,157.00
Supp & Con 2	\$1,812.00
Supp & Con 3	\$14,807.00
Supp & Con 4	\$42,938.00

Subtotal of state or local funds included for this school: \$82,714.00

Total of federal, state, and/or local funds for this school: \$208,934.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supp & Con 1	23,157.00
Supp & Con 2	1,812.00
Supp & Con 3	14,807.00
Supp & Con 4	42,938.00
Title I	124,191.00
Title I Parent Involvement	2,029.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supp & Con 1	23,157.00
	Supp & Con 2	1,812.00
	Supp & Con 3	14,807.00
	Supp & Con 4	42,938.00
	Title I	124,191.00
	Title I Parent Involvement	2,029.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4

23,157.00
128,032.00
14,807.00
42,938.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Adam Jaquette	Principal
Kaitlyn Mayberry	Classroom Teacher
Thyda Kol	Classroom Teacher
Jay McMillen	Classroom Teacher
Van Bui	Other School Staff
Maylet Centeno	Parent or Community Member
Jessica Martinez	Parent or Community Member
Loc Pham	Parent or Community Member
Sandra Reyes	Parent or Community Member
Elsa Garcia	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 5, 2022.

Attested:

Principal, Amaris Rivas on 10/6/2022

SSC Chairperson, Kaitlyn Mayberry on 10/6/2022

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

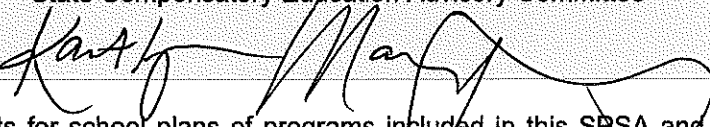
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee 

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on ^{October}~~September~~ 5, 2022.

Attested:

Principal, Amaris Rivas on 10/6/2022

SSC Chairperson, Kaitlyn Mayberry on 10/6/2022
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