

School Year: **2023-24**

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		October 19, 2023

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 - small group instruction to support academic discourse and student critical thinking across all content areas

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 i-Ready diagnostics in Reading and Math 3 times a year to all students to assess Reading and Math 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 a Language Acquisition Assessment 2 - 3 times a year for English Learners.

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 review and analyze 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 and fluid small group instruction and interventions during ELA and Math instructional blocks.

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 small group differentiated instruction 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. i-Ready data and teacher created formative assessments 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). Teachers have experience with small groups and differentiated instruction, teachers now use i-Ready to acquire, implement, and assess improved practices. This focus on small groups has enabled teachers and school leaders to develop shared vocabulary and strategies 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:

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.

Educational Partner 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).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.34%	0.33%	1	2	2
African American	8.4%	7.21%	7.88%	53	43	48
Asian	5.5%	7.38%	8.21%	35	44	50
Filipino	1.0%	1.51%	1.48%	6	9	9
Hispanic/Latino	75.1%	75.50%	75.37%	476	450	459
Pacific Islander	1.4%	0.67%	0.82%	9	4	5
White	3.0%	3.52%	2.79%	19	21	17
Multiple/No Response	1.4%	1.17%	1.97%	9	7	12
Total Enrollment				634	596	609

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	125	101	101
Grade 1	90	105	87
Grade 2	99	77	110
Grade3	124	94	83
Grade 4	99	118	103
Grade 5	94	99	125
Grade 6	1	2	
Grade 7	2		
Total Enrollment	634	596	609

Conclusions based on this data:

1. Overall, Anderson's enrollment has decreased from 634 in 2021-2022 to 609 in 2022-2023. This trend of decreasing enrollment has impacted the region and indicates a need to develop programs which attract families to the district.
2. The percentage of Hispanic or Latino students has remained steady at approximately 75% of the student population. Our African American population has remained steady at approximately 7.5%. Our Asian population has increased from 5.5% in 2020-2021 to 8.21% in 2022-2023.
3. Enrollment in 4th and 5th grade increased indicating new student enrollment in the upper grades possibly mid-year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	186	228	224	29.30%	38.3%	36.8%
Fluent English Proficient (FEP)	101	81	93	15.90%	13.6%	15.3%
Reclassified Fluent English Proficient (RFEP)	21	48	55	11.3%	8%	20%

Conclusions based on this data:

1. Of the 609 students enrolled at Anderson in the 2022-2023 school year, 224 (36.8%) of the students are English learners, 55 (20%) are RFEP, and 93 (15.3%) are FEP students. The data indicates that specific academic and language needs of language learners need to be considered and supported so that 36.8% of Anderson students can access pathways to reclassification.
2. For the last 3 years, data indicates that more than 30% 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 7 students in year 2023.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	95	82	0	90	81	0	90	81	0.0	94.7	98.8
Grade 4	97	114	100	0	112	98	0	112	98	0.0	98.2	98.0
Grade 5	90	98	120	0	96	116	0	96	116	0.0	98.0	96.7
All Grades	306	307	302	0	298	295	0	298	295	0.0	97.1	97.7

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2438.	2438.		33.33	29.63		21.11	19.75		23.33	27.16		22.22	23.46
Grade 4		2437.	2449.		16.96	21.43		22.32	20.41		23.21	20.41		37.50	37.76
Grade 5		2500.	2476.		20.83	14.66		27.08	29.31		22.92	17.24		29.17	38.79
All Grades	N/A	N/A	N/A		23.15	21.02		23.49	23.73		23.15	21.02		30.20	34.24

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		20.00	16.05		61.11	61.73		18.89	22.22			
Grade 4		15.18	16.33		56.25	60.20		28.57	23.47			
Grade 5		16.67	13.79		70.83	64.66		12.50	21.55			
All Grades		17.11	15.25		62.42	62.37		20.47	22.37			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.56	23.46		53.33	56.79		21.11	19.75
Grade 4		9.82	16.33		59.82	61.22		30.36	22.45
Grade 5		19.79	13.79		54.17	58.62		26.04	27.59
All Grades		17.79	17.29		56.04	58.98		26.17	23.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33	19.75		75.56	71.60		11.11	8.64
Grade 4		6.25	10.20		72.32	70.41		21.43	19.39
Grade 5		13.54	10.34		76.04	75.00		10.42	14.66
All Grades		10.74	12.88		74.50	72.54		14.77	14.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22	34.57		60.00	53.09		17.78	12.35
Grade 4		13.39	13.27		62.50	67.35		24.11	19.39
Grade 5		17.71	12.07		65.63	68.10		16.67	19.83
All Grades		17.45	18.64		62.75	63.73		19.80	17.63

Conclusions based on this data:

1.

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sondag meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sondag System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery

of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

2. Overall the number of students "Not Met" in ELA has increased by 2% While students who have "Met or Exceeded" the standard has increased by 2.5%. Leaving a larger number of our students in the "Standard Not Met' level
3. ELA Domains that need need additional support include: Writing and Reading Nonfiction Text

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	95	82	0	93	82	0	93	82	0.0	97.9	100.0
Grade 4	97	114	100	0	113	100	0	113	100	0.0	99.1	100.0
Grade 5	90	98	120	0	97	120	0	97	120	0.0	99.0	100.0
All Grades	306	307	302	0	303	302	0	303	302	0.0	98.7	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2440.	2445.		23.66	25.61		32.26	30.49		23.66	18.29		20.43	25.61
Grade 4		2430.	2455.		6.19	14.00		18.58	22.00		38.05	36.00		37.17	28.00
Grade 5		2470.	2474.		9.28	11.67		13.40	15.00		38.14	33.33		39.18	40.00
All Grades	N/A	N/A	N/A		12.54	16.23		21.12	21.52		33.66	30.13		32.67	32.12

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		33.33	40.24		44.09	37.80		22.58	21.95	
Grade 4		8.85	20.00		51.33	46.00		39.82	34.00	
Grade 5		9.28	14.17		50.52	49.17		40.21	36.67	
All Grades		16.50	23.18		48.84	45.03		34.65	31.79	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.28	20.73		55.91	54.88		25.81	24.39
Grade 4		6.19	18.00		50.44	44.00		43.36	38.00
Grade 5		7.22	10.83		58.76	55.00		34.02	34.17
All Grades		10.23	15.89		54.79	51.32		34.98	32.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.81	24.39		56.99	60.98		17.20	14.63
Grade 4		8.85	18.00		61.95	56.00		29.20	26.00
Grade 5		7.22	5.83		64.95	66.67		27.84	27.50
All Grades		13.53	14.90		61.39	61.59		25.08	23.51

Conclusions based on this data:

1.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Soliday System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling. The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students' progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research- Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Materials are organized by topic allowing teachers to choose specific skills that need to be retaught. Teachers will support small group instruction using TouchMath as it engages students physically as they touch the numbers - they see it, say it, hear it and touch it, and it takes the guessing out of math. Each number from 1 through 9 has Touch Points corresponding to the digit's quantity:

*Numerals 1 through 5 use single Touch Points

*Numerals 6 through 9 use double TouchPoints

*Students touch single Touchpoints once and double TouchPoints twice.

By touching the TouchPoints and counting aloud, Touch Math uses the multi-modality approach and focuses on the visual learner, the auditory learner and the kinesthetic learner. Learners make connections between the numeral and the quantity it represents in order to successfully add and subtract.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teacher's are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

2. Overall students "Exceeding the Standard" ha shown an increase of about 4%, while students in standard "Not Met" continues to be at about 31% of all students in 3rd - 5th grade
3. Students "Exceeding Standard" in Concepts and Procedures has increased by about 7.5%. Students "Exceeding Standard" in the Problem Solving and Modeling Domain has increased by 5.5%. Students "Exceeding Standard" in Communicating Reasoning as increased by about 1.5%. About 55 - 60% of of students continue to score "At or Nearly Met" in all three domains. This was the first full year of implementing our Pull out Math intervention program though our Math Academy and 2 Instructional Aids to assist.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1422.5	1435.4	1431.1	1423.9	1447.7	1439.3	1419.2	1406.4	1412.0	46	47	50
1	1445.4	1446.5	1432.0	1456.6	1464.0	1446.2	1433.7	1428.4	1417.4	33	33	33
2	1430.2	1489.2	1481.1	1427.6	1498.0	1477.6	1432.4	1479.7	1484.1	38	28	30
3	1455.5	1484.6	1488.4	1453.3	1486.6	1487.6	1457.4	1482.1	1488.8	55	39	25
4	1504.7	1519.9	1500.6	1514.1	1527.0	1496.0	1494.8	1512.3	1504.6	27	50	35
5	1533.2	1523.0	1519.5	1545.2	1522.6	1510.7	1520.6	1522.8	1527.9	18	20	41
All Grades										218	217	214

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.91	14.89	22.00	19.57	40.43	30.00	36.96	36.17	34.00	19.57	8.51	14.00	46	47	50
1	9.09	3.03	6.06	24.24	33.33	27.27	45.45	45.45	51.52	21.21	18.18	15.15	33	33	33
2	0.00	21.43	6.67	39.47	46.43	60.00	28.95	28.57	23.33	31.58	3.57	10.00	38	28	30
3	3.64	15.38	12.00	25.45	38.46	36.00	45.45	33.33	40.00	25.45	12.82	12.00	55	39	25
4	25.93	42.00	20.00	37.04	20.00	25.71	25.93	28.00	40.00	11.11	10.00	14.29	27	50	35
5	22.22	35.00	24.39	38.89	35.00	34.15	27.78	20.00	26.83	11.11	10.00	14.63	18	20	41
All Grades	12.39	22.12	16.36	28.90	34.56	34.58	36.70	32.72	35.51	22.02	10.60	13.55	218	217	214

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	27.66	22.00	23.91	38.30	32.00	30.43	25.53	30.00	23.91	8.51	16.00	46	47	50
1	21.21	27.27	15.15	27.27	21.21	45.45	36.36	42.42	30.30	15.15	9.09	9.09	33	33	33
2	13.16	42.86	23.33	26.32	42.86	40.00	28.95	14.29	33.33	31.58	0.00	3.33	38	28	30
3	12.73	35.90	20.00	38.18	33.33	56.00	27.27	20.51	16.00	21.82	10.26	8.00	55	39	25
4	44.44	50.00	17.14	33.33	28.00	60.00	14.81	16.00	17.14	7.41	6.00	5.71	27	50	35
5	61.11	50.00	34.15	22.22	25.00	46.34	16.67	15.00	7.32	0.00	10.00	12.20	18	20	41
All Grades	23.85	38.25	22.43	29.36	31.80	45.33	27.06	22.58	22.43	19.72	7.37	9.81	218	217	214

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.91	6.38	6.00	21.74	29.79	36.00	30.43	53.19	48.00	23.91	10.64	10.00	46	47	50
1	0.00	0.00	3.03	39.39	30.30	21.21	18.18	33.33	39.39	42.42	36.36	36.36	33	33	33
2	0.00	10.71	6.67	31.58	32.14	50.00	28.95	39.29	33.33	39.47	17.86	10.00	38	28	30
3	0.00	5.13	12.00	18.18	23.08	28.00	45.45	41.03	32.00	36.36	30.77	28.00	55	39	25
4	0.00	4.00	5.71	37.04	40.00	28.57	44.44	28.00	31.43	18.52	28.00	34.29	27	50	35
5	16.67	5.00	14.63	11.11	45.00	21.95	33.33	35.00	41.46	38.89	15.00	21.95	18	20	41
All Grades	6.42	5.07	7.94	26.15	32.72	30.84	33.94	38.71	38.79	33.49	23.50	22.43	218	217	214

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.57	27.66	22.00	63.04	57.45	60.00	17.39	14.89	18.00	46	47	50
1	27.27	24.24	36.36	66.67	69.70	51.52	6.06	6.06	12.12	33	33	33
2	10.53	32.14	26.67	57.89	64.29	70.00	31.58	3.57	3.33	38	28	30
3	14.55	25.64	16.00	52.73	48.72	60.00	32.73	25.64	24.00	55	39	25
4	48.15	52.00	14.29	44.44	40.00	62.86	7.41	8.00	22.86	27	50	35
5	44.44	15.00	24.39	55.56	70.00	60.98	0.00	15.00	14.63	18	20	41
All Grades	23.39	31.80	23.36	56.88	55.76	60.75	19.72	12.44	15.89	218	217	214

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	29.79	22.00	50.00	57.45	56.00	28.26	12.77	22.00	46	47	50
1	12.12	21.21	18.18	72.73	69.70	69.70	15.15	9.09	12.12	33	33	33
2	23.68	50.00	43.33	44.74	50.00	50.00	31.58	0.00	6.67	38	28	30
3	29.09	56.41	48.00	47.27	35.90	44.00	23.64	7.69	8.00	55	39	25
4	51.85	59.18	37.14	37.04	32.65	57.14	11.11	8.16	5.71	27	49	35
5	72.22	75.00	53.66	16.67	15.00	34.15	11.11	10.00	12.20	18	20	41
All Grades	30.28	46.76	35.98	47.25	44.91	51.87	22.48	8.33	12.15	218	216	214

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.39	8.51	6.00	60.87	82.98	84.00	21.74	8.51	10.00	46	47	50
1	12.12	3.03	12.12	33.33	48.48	42.42	54.55	48.48	45.45	33	33	33
2	0.00	14.29	13.33	52.63	64.29	76.67	47.37	21.43	10.00	38	28	30
3	0.00	0.00	8.00	41.82	46.15	36.00	58.18	53.85	56.00	55	39	25
4	3.70	6.00	5.71	70.37	62.00	57.14	25.93	32.00	37.14	27	50	35
5	16.67	5.00	17.07	38.89	75.00	56.10	44.44	20.00	26.83	18	20	41
All Grades	7.34	5.99	10.28	49.54	63.13	61.21	43.12	30.88	28.50	218	217	214

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	43.48	36.17	54.00	39.13	44.68	30.00	17.39	19.15	16.00	46	47	50
1	3.03	0.00	0.00	69.70	84.85	81.82	27.27	15.15	18.18	33	33	33
2	5.26	21.43	16.67	68.42	64.29	73.33	26.32	14.29	10.00	38	28	30
3	5.45	17.95	28.00	70.91	69.23	56.00	23.64	12.82	16.00	55	39	25
4	3.70	28.00	22.86	77.78	56.00	51.43	18.52	16.00	25.71	27	50	35
5	11.11	35.00	34.15	72.22	50.00	51.22	16.67	15.00	14.63	18	20	41
All Grades	13.30	23.50	28.50	64.22	60.83	54.67	22.48	15.67	16.82	218	217	214

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 continue to have t lowest percentage of students scoring in the "Well Developed" range, with only 10.28%. HOwever is an increase of about 5.5% from the 22-23 school year
3. School year 22-23 had a significantly lower percentage in the Speaking Domain then the previous year by about 11%.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
609	91.1	36.8	1.1
Total Number of Students enrolled in William Anderson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	224	36.8
Foster Youth	7	1.1
Homeless	17	2.8
Socioeconomically Disadvantaged	555	91.1
Students with Disabilities	88	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	7.9
American Indian	2	0.3
Asian	50	8.2
Filipino	9	1.5
Hispanic	459	75.4
Two or More Races	12	2
Pacific Islander	5	0.8
White	17	2.8

Conclusions based on this data:

1. 36.8% 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. 91.1% 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. 75.4% of Anderson's student body is Latino/Hispanic. The next largest student group is now Asian at 8.2% and African American at third with 7.9%.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Green		
English Learner Progress Orange		

Conclusions based on this data:

1. English Learners performance outcome has decreased from "very high" to "Low" while over Math has increased to "Very Good"
2. Suspension rate outcome has increased "Mid to High" range in the 22-23 school year
3. Chronic Absenteeism is in the "Mid Range" meaning a decrease in Chronic Absenteeism

School and Student Performance Data

Academic Performance English Language Arts

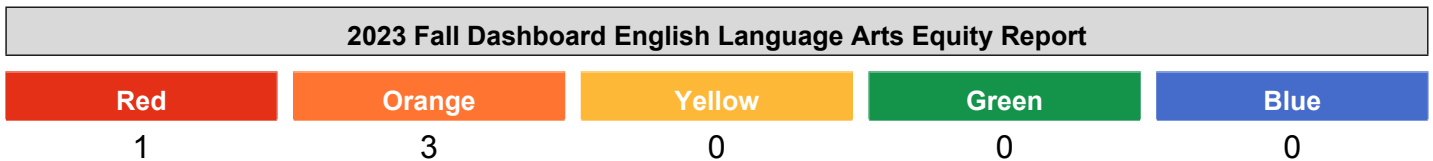
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 14.2 points below standard Maintained -1.9 points 295 Students	 Orange 43.4 points below standard Decreased -11.4 points 127 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Orange 17.4 points below standard Maintained -2.1 points 268 Students	 Red 102.2 points below standard Decreased -7.5 points 55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>17.7 points below standard</p> <p>Maintained +2.2 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>0.4 points above standard</p> <p>Decreased Significantly - 43.2 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>16.9 points below standard</p> <p>Maintained +2.7 points</p> <p>231 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>81.1 points below standard</p> <p>Maintained -1.7 points</p> <p>77 Students</p>	<p>14.6 points above standard</p> <p>Decreased Significantly -26.5 points</p> <p>50 Students</p>	<p>3.6 points below standard</p> <p>Maintained -0.2 points</p> <p>130 Students</p>

Conclusions based on this data:

- English Learners have scored 43.4 points below the minimum for met. African American students maintained their rank at 17.7 points below the minimum for met. Asian students decreased 43.2 points and are 0.4 points above standard 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.
- SES students maintained 17.4 points below standard with a decrease of 2.1 points standard met. 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.
- Students with disabilities are currently 102 points below level standard. This was a decrease of 7.5 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. The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and

site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

School and Student Performance Data

Academic Performance Mathematics

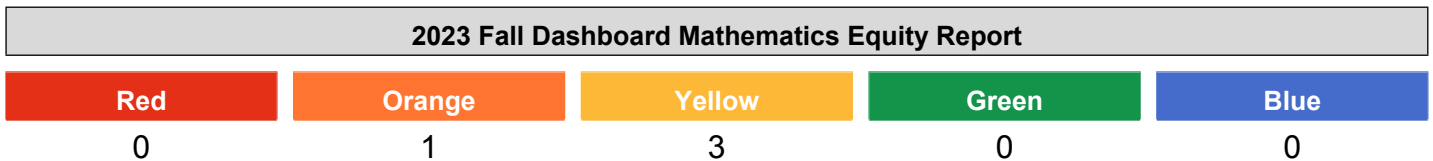
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 24.2 points below standard Increased +12.2 points 295 Students	English Learners Orange 43.9 points below standard Maintained +0.7 points 127 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 27 points below standard Increased +12.5 points 268 Students	Students with Disabilities Yellow 94.6 points below standard Increased +12.9 points 55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>50.3 points below standard</p> <p>Increased Significantly +30.6 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>20.2 points above standard</p> <p>Decreased Significantly - 28.8 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>27.5 points below standard</p> <p>Increased Significantly +15.1 points</p> <p>231 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>65.2 points below standard</p> <p>Increased +7.1 points</p> <p>77 Students</p>	<p>11 points below standard</p> <p>Decreased -8.8 points</p> <p>50 Students</p>	<p>16.7 points below standard</p> <p>Increased Significantly +23.3 points</p> <p>130 Students</p>

Conclusions based on this data:

- English Learners are currently 43.9 points below standard met. 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.
- SES students scored 27 points below standard met with an increase of 12.5 points. 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.
- Students with disabilities scored 94.6 points below standard met with an increase of 12.9 points. 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.

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and

site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

School and Student Performance Data

Academic Performance English Learner Progress

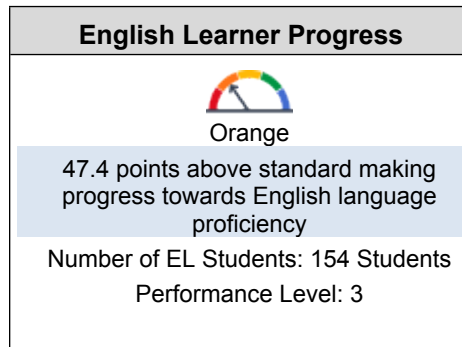
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
31	49	9	61

Conclusions based on this data:

1. Anderson has 154 English learner students at Anderson with an average performance level of 3 with a 47.4 points above standard met. 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.
2. In English Language Progress Monitoring 31 students decreased one ELPT level. 49 students maintained their ELPI level . 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. .
3. 9 EL students maintained at the level 4 , while 61 total increased at least ELPI level. 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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

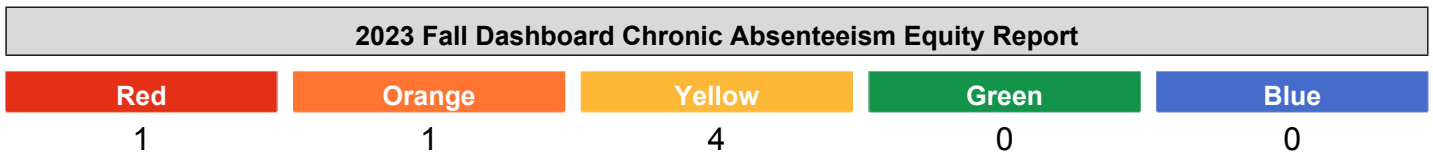
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>25.2% Chronically Absent</p> <p>Declined Significantly -5.7</p> <p>634 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>24.3% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>235 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Homeless</p> <p>34.8% Chronically Absent</p> <p>Declined -12.6</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined Significantly -7.4</p> <p>575 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>27.8% Chronically Absent</p> <p>Declined -6.6</p> <p>108 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 23.1% Chronically Absent Maintained -0.2 52 Students	Less than 11 Students 3 Students	 Yellow 15.1% Chronically Absent Declined -2.3 53 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9% Chronically Absent Declined Significantly -6.4 474 Students	33.3% Chronically Absent Increased 4.2 21 Students	Less than 11 Students 5 Students	35.3% Chronically Absent Declined -17.1 17 Students

Conclusions based on this data:

- Overall Chronic Absenteeism is in the moderate range with a decrease of 5.7 with 634 students. While this is an improvement, this indicates a need to continue to implement Attendance incentives, interventions and workshops.
- African American students have a chronic absenteeism rate of 23.1%. 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.
- Students with disabilities have a 27.8% chronic absenteeism with a 6.6 point decrease which is an improvement. This indicates a need to continue to monitor attendance for this subgroup and increase parental awareness. LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns Anderson Elementary School, the following steps are in place to address our students' needs, including those students with disabilities.:

School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). School sites will continue to promote positive attendance via Positive Behavior Intervention Supports.

School and Student Performance Data

Conditions & Climate Suspension Rate

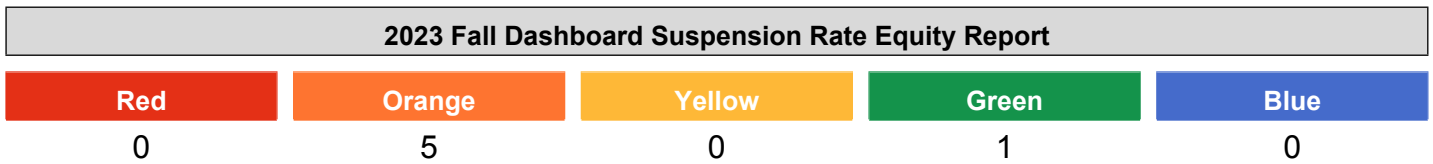
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.4 642 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.3 242 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 7 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Declined -5.3 26 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 1.5 579 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9 108 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.9% suspended at least one day Declined -0.3 52 Students	Less than 11 Students 3 Students	 Orange 3.8% suspended at least one day Increased 3.8 53 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9% suspended at least one day Increased 1 482 Students	0% suspended at least one day Maintained 0 21 Students	Less than 11 Students 5 Students	5.9% suspended at least one day Increased 5.9 17 Students

Conclusions based on this data:

1. The overall suspension rate for all students is 2.2% which is an increase from 0.7% in the 21-22 school year 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 falls into the "Good" range with rates of 1.9% which is significantly lower than 2.5% from the 21-22 school year. 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. Hispanic and Asian students both increased by 1.0% and 3.8 percent respectfully. Based on this data, Anderson should continue its PBIS implementation as well as its use of the school Social Worker and counseling programs.

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, 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 2025-2026 school year. The progress of the following student groups 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 2023 - 2024 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 i-Ready Assessment by 10 percentage points (individual grade level metrics below).

By the conclusion of the 2023 - 2024 school year, 3rd grade students will increase the percentage of students At/above standard on the i-Ready ELA 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 44% to 50%.

In the area of mathematics, By the conclusion of the 2023 - 2024 school year, 3rd grade students will increase the percentage of students At/above standard on the i-Ready 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 i-Ready 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
i-Ready 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
i-Ready 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

Strategy/Activity

Provide all teachers with \$350 each for classroom materials for the 2023 - 2024 SY

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)

11200

Source(s)

Supp & Con 1

Classroom 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 continued improvement in teacher instructional practice, provide 8 days of roving sub coverage to facilitate data discussion for 24 teacher 2 times a year

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)
1928	Supp & Con 1 Roving Sub Coverage
7076	Title I To support continued improvement in teacher instructional practice, provide roving sub coverage to facilitate planning time

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

"Add. Hours: Diversity and Inclusion Coordinator
50 hours X \$50" Add. Hours to promote, educate and support equity, diversity, student voice, and responsive practices

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	Supp & Con 1 Additional Hours to promote, educate and support equity, diversity, student voice, and responsive practices

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

Additional Hours: Student Council
50 hrs X \$50"

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	Supp & Con 1 Additional Hrs to promote, educate and support equity, diversity, student voice and responsive practices
	Supp & Con 1

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

Additional Hours: 2 Makerspace Coordinators Primary grades and Upper grades

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)
5000	Supp & Con 1 Additional Hours to provide equitable access to our Technology, Robotics, Coding program in Makerspace (50 hrsX 2)

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

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)	Source(s)
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2847	Supp & Con 1 Benefits
	Supp & Con 1
	Supp & Con 1
	Supp & Con 1

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

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)
4000	Supp & Con 1 To promote diversity and inclusion though cultural learning assemblies X3
	Supp & Con 1
	Title I
	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Conference Attendance

Strategy/Activity

To support inclusion practices for teachers and admi to attend conferences related to our district instructional and district wide focus and/or social emotional learning focus . Conference attendance and 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)

5500

Supp & Con 1

To support inclusion practices for teachers and admin to attend conferences related to our district instructional and district wide focus and/or social emotional learning focus . Conference attendance and and related expenses.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Material

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)

6806

Supp & Con 1

Instructional material to encourage student engagement in the classroom. To provide claiming corners, sensory materials, manipulatives

6504

Title I

Instructional material to encourage student engagement in the classroom. To provide claiming corners, sensory materials, manipulatives

Strategy/Activity 10

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 additional hours to teachers for before school and after teaching, planning ,collaborating, providing 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)

6259

Source(s)

Title I

To provide additional hours to teachers for before school and after teaching, planning ,collaborating, providing workshops

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of Periodicals

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)

1000

Source(s)

Supp & Con 1

To support exposure to Informational Text through Current Real World articles

Annual Review

SPSA Year Reviewed: 2022-23

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, 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 2025-26 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 2023 - 2024 school year, students in the following student groups will increase their percentage of At/Above benchmark on the i-Ready Reading assessment. English Learners will increase the percentage of At/Above benchmark from 15% to 25%. On i-Ready Math, English Learners will increase the percentage of At/Above Benchmark from 24% to 35%.

By the end of the 2023 - 2024 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 i-Ready 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 coverage and additional hours for teachers during the day for teachers to receive additional training and planning time.

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)
6300	Title I To provide coverage for teachers during the day for teachers to receive additional training and planning time.
6384	Title I To provide additional hours to teachers for before school and after school intervention 4 teachers X 2 hrs a week 6 weeks = 48hrs X \$50

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)
23424	<p>Title I</p> <p>To provide struggling students who are scoring in the urgent intervention level 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>
28424	<p>Title I</p> <p>To provide struggling students who are scoring in the urgent intervention level 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>
15277	<p>Title I</p> <p>To provide students who are struggling in math in the primary grades, provide one three hour instructional assistant.</p>
13697	<p>Title I</p> <p>To provide students who are struggling in math in the primary grades, provide one three hour instructional assistant.</p>
30252	<p>Title I</p> <p>Fringes</p>

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.

Add. Hours for the Community Liaison to support families during off work hours for example Back to School Night, Family Nights and Open House

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)
1650	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.
3,300	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.
375	Supp & Con 2 Add. Hours for the Community Liaison to support families during off work hours for example Back to School Night, Family Nights and Open House

Strategy/Activity 4

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 software licenses.

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)
400	Supp & Con 2 To support Reading Intervention the purchase of Read Live
4000	Title I To purchase MobyMax software as additional supplemental material to support access to grade level content in ELA and Math

Strategy/Activity 5

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

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)
1318	Supp & Con 2 To purchase instructional materials to increase students access to diverse materials that are inclusive and support equity
2000	Title I To purchase instructional materials to support designated ELD instruction, purchase supplemental ELD materials
2000	Title I To purchase instructional materials to support ELA interventions, purchase supplemental intervention materials
2000	Title I

	To purchase instructional materials to support Math interventions, purchase supplemental Math intervention materials
375	Supp & Con 2 Add hours for Library Media Clerk to increase diversity, equity and inclusion in school library

Strategy/Activity 6

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.

0	Title I
0	Title I
0	Title I

Strategy/Activity 7

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)

0	
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Annual Review

SPSA Year Reviewed: 2022-23

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 2023 - 2024 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.

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	2022 - 2023 5	2023 - 2024 0
Average Daily Attendance (ADA) (taking into account COVID restrictions including quarantining)	2022 - 2023 97.74	2023 - 2024 98%

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)

Low SES, African American, English Learners and Foster youth

Strategy/Activity

Conference Attendance

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)
5302	Title I Parent Involvement To facilitate the attendance of Anderson parents to attend conferences that increase parent engagement
1000	Supp & Con 3 To support and recognize our family and community volunteers
200	Title I Parent Involvement To provide Child Care to families attending evening Affinity Circles with Trajectory of Hope 4 X a year

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

Positive Attendance and Behavior , and Academic Improvements

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)
3000	Supp & Con 3 To support PBIS implementation and student attendance, purchase attendance incentives for students and other PBIS materials
5000	Supp & Con 3 To support and encourage attendance and positive behavior provide engaging assemblies

2000	Supp & Con 3 To support and encourage academic improvement, achievement and citizenship for students
0	
0	

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 needs of students experiencing social emotional or trauma related behaviors

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)
4000	Supp & Con 3 Instructional material to encourage student engagement in the classroom. To provide calming corners, sensory materials, manipulatives

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 purchase general materials to support a home school connection and support through our office

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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2007	Supp & Con 3 To support the communication to families though the Main Office, to purchase supplies and materials
	Supp & Con 3

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

Classified Additional Hours to provide PBIS training that supports all students and families

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	Title I Classified Additional Hours to provide PBIS training that supports all students and families

Annual Review

SPSA Year Reviewed: 2022-23

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 2023 - 2024 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 23 -24 will be to maintain our student ratio 1:1 devices for all students TK - K through the maintenance and replacement of damaged Chromebooks and iPads. As well as purchase and maintain additional technology tools necessary for instruction. 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 - 2:1 3rd - 2:1 2nd - 2:1 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)
2800	Supp & Con 4 To purchase additional Books and reference materials for the Library and Makerspace
6607	Supp & Con 4 To purchase instructional materials to support and enhance 21st century learning the 4 Cs Communication, Collaboration, Critical Thinking and Creativity
3896	Supp & Con 4 To purchase items and technology to support 21st Century Learning in the classrooms

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

Purchase and maintain 1:1 ratio of student technology

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)
5312	Supp & Con 4 To replace out of date and broken/missing student chromebooks

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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)

Source(s)

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.

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	\$246,420.00

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	\$159,547.00
Title I Parent Involvement	\$5,502.00

Subtotal of additional federal funds included for this school: \$165,049.00

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 (\$)
	\$0.00
Supp & Con 1	\$43,281.00
Supp & Con 2	\$2,468.00
Supp & Con 3	\$17,007.00
Supp & Con 4	\$18,615.00

Subtotal of state or local funds included for this school: \$81,371.00

Total of federal, state, and/or local funds for this school: \$246,420.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
Supp & Con 1	43,281.00
Supp & Con 2	2,468.00
Supp & Con 3	17,007.00
Supp & Con 4	18,615.00
Title I	159,547.00
Title I Parent Involvement	5,502.00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Supp & Con 1	43,281.00
	Supp & Con 2	2,468.00
	Supp & Con 3	17,007.00
	Supp & Con 4	18,615.00
	Title I	159,547.00
	Title I Parent Involvement	5,502.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,120.00
Goal 2	141,176.00
Goal 3	23,509.00
Goal 4	18,615.00

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
Amaris Rivas	Principal
Rita Kamunde	Classroom Teacher
Omar Alcala	Classroom Teacher
Lisa Johnson	Classroom Teacher
Maritza Gavino	Other School Staff
Stephanie Ruiz	Parent or Community Member
Antonia Gonzalez	Parent or Community Member
Amna Niaz	Parent or Community Member
Maylet Romo	Parent or Community Member
Kevin Bryant	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

SSC Chairperson, Rita Kamunde on