

School Plan for Student Achievement Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Alex Anderson Elementary School	43 69625 6048086	5/28/2024	6/20/2024

Plan Description

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

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

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

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

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

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

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

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

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards, utilizing appropriate curriculum and technology to support growth and achievement in collaboration, communication, critical thinking and creativity.

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

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

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

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

Educational Partner Involvement

How, when, and with whom did your 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

Involvement Process for the SPSA and Annual Review and Update

Presentations to educational partners included:

School Site Council - 5/28/2024

English Learner Advisory Committee (ELAC) - 5/28/2024

Home and School Club - May 20, 2024

Anderson Staff on - May 14, 2024

The School Site Council approved the SPSA 5/28/2024

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- California Dashboard Data shows that Anderson's Chronic Absenteeism is in the Orange, which indicates a need for greater outreach to families for students to come to school everyday.
- Reviewing this data with teachers, Leadership Team, Community Liaison, Home and School Club and ELAC, it has been determined that Greater collective connections to support families who have obstacles, such as work, transportation, or multiple children at various sites and collectively work together to find community support, resources and solutions to get to school, such as carpools, walking trains, and the like.
- Additional community building activities will happen both on campus and at parks in high living areas, so families can meet and support one another with carpools.
- Additional pep rallies, awards days, and fun activities each month to keep school positive and spirit high for those students that struggle to connect in school.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal #1

All students will be proficient in meeting and/or exceeding all Common Core State Standards, utilizing appropriate curriculum and technology to support growth and achievement in collaboration, communication, critical thinking and creativity.

Identified Need

With the implementation of CCSS, iReady, and early PLC work we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We will continue to focus our action efforts on the continuous improvement of all student groups through our PLC work.

We plan to focus our coaching on balanced literacy skills and foundational literacy skills. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap in foundational literacy and math skills.

We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. Further, more traditional use of technology is not present in much of our students' learning, which could enhance hands-on experiences. Expanding our focus on some “traditional” technological resources such as sewing machines, microscopes, and weights and scales, provides hands-on experiences in math and science in our developing “hands on learning center.”

Annual Measurable Outcome

Metric	2021-2022 Data	2022-2023 Data	2023-2024	Desired Outcome for 2023-2024
SBAC Scores	ELA - 30% Met or exceeded Math - 28% Met or exceeded	ELA - 35% Met or exceeded Math - 33% Met or exceeded	Available August 2024	Annual Growth of 3% overall
CA Dashboard Academic	ELA - Low	ELA - Yellow	Status Available August	Blue, Green or Increase of

Indicator	Math - Low	Math - Yellow	2024	One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	% on or above grade level 38%	% on or above grade level 38%	% on or above grade level 32%	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	% on or above grade level 38%	% on or above grade level 33%	% on or above grade level 27%	Annual Growth of 3% overall
Local ELA Benchmark Assessments (iReady Year End)	% on or above grade level 38%	% on or above grade level 47%	% on or above grade level 39%	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Year End)	% on or above grade level 38%	% on or above grade level 44%	% on or above grade level 34%	Annual Growth of 3% overall

Metric	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	<p><i>Students in grade 3-8 who use technology weekly at school 2021-22: 10%</i></p> <p><i>Students in grades 3-8 who use technology daily at school 2021-22: 87%</i></p> <p><i>Teachers who report students use technology on a daily basis 2021-22: 100%</i></p>	<p><i>Students in grade 3-8 who use technology weekly at school 2022-23: 10%</i></p> <p><i>Students in grades 3-8 who use technology daily at school 2022-23: 10%</i></p> <p><i>Teachers who report students use technology on a daily basis 2022-23: 10%</i></p>	<p><i>Students in grade 3-8 who use technology weekly at school 2023-24: 10%</i></p> <p><i>Students in grades 3-8 who use technology daily at school 2023-24: 10%</i></p> <p><i>Teachers who report students use technology on a daily basis 2023-24: 10%</i></p>	<p><i>Students in grade 3-8 who use technology weekly at school 2023-24: 100%</i></p> <p><i>Students in grades 3-8 who use technology daily at school 2023-24: 90%</i></p> <p><i>Teachers who report students use technology on a daily basis 2023-24: 80%</i></p>
Student Access to Core Subject Areas Using 21st Century Skills	<p><i>72% of students report using technology to work or collaborate with others.</i></p> <p><i>74% of students report using technology to communicate with</i></p>	<p><i>76% of students report using technology to work or collaborate with others.</i></p> <p><i>85% of students report using technology to communicate with</i></p>	<p><i>80% of students report using technology to work or collaborate with others.</i></p> <p><i>90% of students report using technology to communicate with</i></p>	<p><i>90% of students report using technology to work or collaborate with others.</i></p> <p><i>90% of students report using technology to communicate with</i></p>

	<p>others. 80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>82% of students report using technology to be creative.</p>	<p>others. 72% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>84% of students report using technology to be creative.</p>	<p>others. 78% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>90% of students report using technology to be creative.</p>	<p>others. 85% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>95% of students report using technology to be creative.</p>
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Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Professional Development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and the new Math adoption, SEAL, and TWIG. Staff can utilize release days to analyze data and prepare differentiated instructional opportunities, including working with ELTP Coach. **Proposed Expenditures for this Strategy/Activity** List the amount(s) and funding source(s) for the proposed expenditures.

Amount(s)	Source(s)
\$10,252	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

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

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

Amount(s)	Source(s)
\$1,631	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students

Ensuring teachers have a strong community of support and have access to seeing what strategies and practices are finding success in other classrooms is important for both teacher and student growth. We will provide substitute teachers and coaches to cover classrooms so teachers can go on instructional rounds in other classrooms to observe teaching practices of their peers.

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

Amount(s)	Source(s)
\$1,049	LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

*Purchase licenses for **RAZ Kids, Learning A to Z, Accelerated Reader, Write Reader, and Heggerty Phonics** as supplemental resources to support reading, comprehension, fluency, and foundational math concepts*

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

Amount(s)	Source(s)
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\$10,692	LCFF Supplemental
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,750	LCFF

Strategy/Activity 8 Students to be Served by this Strategy/Activity

All Students

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All Students

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All Students

To ensure all students have access to online learning, Anderson has deployed Chromebooks to all students.

Proposed Expenditures for this Strategy/Activity

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

SPSA Year Reviewed: 2023-2024

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Based on the overall performance and growth of Anderson Elementary from 2022-2023 school year to the 2023-2024 school year we saw the effectiveness of previous strategies serve us well, not just as having the highest growth in the district, but also seeing improvement of 17% English Learners, showing such work impacted students on a foundational level. As a result, maintaining this growth and performance, it was determined that strategies would remain in place and continue.

With the technology goal being shifted out of Goal 4 and folded into this goal, strategies for technology were added to this goal in an effort to support learning on a global level. Changes to those strategies remained consistent to years past.

No changes to actual metrics were made.

Goal #2

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

Identified Need

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

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

LTEL students in 2023 - 2024 represent 20% of the ELL population, and are an important and relevant focus.

Metric	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
English Learner Reclassification Rate	3%	4%	4%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	17%	22%	20%	18% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<p><i>25% of Latino students scored at or above grade level</i></p> <p><i>46% of Black students scored at or above grade level</i></p>	<p><i>24% of Latino students scored at or above grade level</i></p> <p><i>29% of Black students scored at or above grade level</i></p> <p><i>15% of English learners scored at</i></p>	<p><i>23% of Latino students scored at or above grade level</i></p> <p><i>21% of Black students scored at or above grade level</i></p> <p><i>11% of English learners scored at</i></p>	Annual Growth of 5% for Listed Student Groups

	<i>19% of English learners scored at or above grade level</i>	<i>or above grade level</i>	<i>or above grade level</i>	
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>18% of Latino students scored at or above grade level 45% of Black students scored at or above grade level 20% of English learners scored at or above grade level</i>	<i>17% of Latino students scored at or above grade level 43% of Black students scored at or above grade level 19% of English learners scored at or above grade level</i>	<i>21% of Latino students scored at or above grade level 24% of Black students scored at or above grade level 22% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local ELA Benchmark Assessments for Student Groups (iReady Year End)	<i>31% of Latino students scored at or above grade level 69% of Black students scored at or above grade level 31% of English learners scored at or above grade level</i>	<i>47% of Latino students scored at or above grade level 57% of Black students scored at or above grade level 39% of English learners scored at or above grade level</i>	<i>28% of Latino students scored at or above grade level 33% of Black students scored at or above grade level 39% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Year End)	<i>30% of Latino students scored at or above grade level 63% of Black students scored at or above grade level 25% of English learners scored at or above grade level</i>	<i>39% of Latino students scored at or above grade level 58% of Black students scored at or above grade level 39% of English learners scored at or above grade level</i>	<i>22% of Latino students scored at or above grade level 27% of Black students scored at or above grade level 29% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups

CA Dashboard Academic Indicator	ELPI Very Low (1)	Status Available Fall 2023	Green	Blue, Green or Increase of One Performance Level for Listed Student Groups
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Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners

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

English Learner Teacher Partners (instructional coaches) will:

- support implementation of SEAL through coaching and unit development
- support implementation of integrated and designated ELD strategies with a focus on grades 4-6
- oversee the English Proficiency initial and annual assessments (ELPAC)
- support identification and reclassification process for EL
- collaborate with other district TOSAs to support teachers to integrate best practices for English Learners across content areas.
- Help to plan and facilitate Site ELAC meetings
- Follow a “push in” model for ELTP Coaching support to ensure teachers build capacity to reach the needs of ELL students long term with their peers.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

All Students/English Learners

*All students will be provided with a district purchased Lenovo Chromebook to ensure all children have equitable access to online learning.***Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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Strategy/Activity 5

All Students/English Learner/Socioeconomically Disadvantaged

*Anderson will continue to grow our SEAL (Sobrato Early Academic Language) instruction from TK-3rd grade up to include 4-6th grades. Teachers will be trained on SEAL instructional practices and materials through training days and coaching support to support our English Learners throughout all grade levels.***Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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Strategy/Activity 6

All Students/English Learner/Socioeconomically Disadvantaged

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students and students of color

We will continue to utilize and share classroom and library books (purchased in 2022-2023 school year) that reinforce and reflect social justice and the diversity of our classroom libraries in order to meet the Socio-Emotional needs of our English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost associated

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Overall, the strategies supported our ELLs very well. Our dashboard increased EL progress by 17%. [Respond here]

No changes were made, with the exception of Starting Arts and a half time Literacy Coach, which were funded through Title 1 funds. With Anderson losing Title 1 status, these items were removed. However, all other strategies remained in place in Goal 2

Goal #3

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

Identified Need

Anderson students with disabilities have grown with our focus on mainstreaming and push-in models, as demonstrated in our exit rate. However, Anderson school has been identified for Additional Targeted Support and Improvement, in our Special Education students. We will continue to focus our action efforts on the continuous improvement of these student groups through our PLC work.

With the high population of SDC classes on our site it is important to maintain our focus on this population to meet or exceed standards. Our general education and special education teachers will continue to work together so that all students are successful. Case managers and the psychologist will make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion continues to be a goal of all students with disabilities at Anderson. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

Metric	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
Local ELA Benchmark Assessments for Special	<i>18% of Students with Disabilities Performed at or</i>	<i>19% of Students with Disabilities Performed at or</i>	<i>9% of Students with Disabilities Performed at or</i>	Annual Growth of 5% for Special Education Student

Education (iReady Mid-Year)	<i>above grade level</i>	<i>above grade level</i>	<i>above grade level</i>	Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>11% of Students with Disabilities Performed at or above grade level</i>	<i>15% of Students with Disabilities Performed at or above grade level</i>	<i>13% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local ELA Benchmark Assessments for Special Education (iReady Year End)	<i>21% of Students with Disabilities Performed at or above grade level</i>	<i>19% of Students with Disabilities Performed at or above grade level</i>	<i>13% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Year End)	<i>15% of Students with Disabilities Performed at or above grade level</i>	<i>23% of Students with Disabilities Performed at or above grade level</i>	<i>14% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
**Please note data does not represent exiting students 10% of Students Exited SDC in 2022-2023 School Year, which impacts year end iReady numbers.				
CA Dashboard Academic Indicator	Status Available Fall 2022		N/A	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	48%	49%	49%	Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day
Inclusion Data RSP	All RSP students spend on	All RSP students spend on	All RSP students spend on	Maintain or increase

Services	average 90% of their day in a general ed environment 20% of all RSP students spend 100% of their day in General Education with Push-In RSP services	average 97% of their day in a general ed environment 22% of all RSP students spend 100% of their day in General Education with Push-In RSP services	average 97% of their day in a general ed environment 22% of all RSP students spend 100% of their day in General Education with Push-In RSP services	amount of time in class by 4% Maintain or increase percentage of students with full inclusion
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Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with Disabilities

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

\$0	Cost included in Goal 1
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with Disabilities

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

\$0	Classroom Environment
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Proposed Expenditures for this Strategy/Activity

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

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

Amount(s)

Source(s)

\$0	No site cost associated with this strategy
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students/Students with Disabilities

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No cost associated with this strategy
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

Students with Disabilities

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

Proposed Expenditures for this Strategy/Activity

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

Annual Review

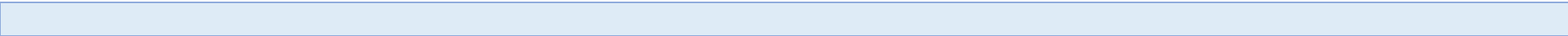
SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Anderson had the highest exit rate in the district. No changes were made to this goal, all strategies remain in place from 2023-2024 and no additions.



Goal #4

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

Identified Need

Post Pandemic students demonstrate gaps in social interactions and school behavior expectations. Students are missing school and not feeling a strong sense of connection. It is important that the greater community and a focus on engagement, peer connections, community building, and positive self concept will be prioritized.

Our district has been identified for Differentiated Assistance in attendance. Anderson school has also been identified for Additional Targeted Support and Improvement, in our Filipino and Special Education students. We will continue to focus our action efforts on the continuous improvement of these student groups through our PLC work.

Metric	2020-2021 Baseline	May 2023 Data	May 2024 Data	Desired Outcome for 2023-2024
Attendance Annual Average	97%	92%	93.4%	98%
Chronic Absenteeism	9%	32%	29.4%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	1%	2%	1%
Expulsion Rate	0%	0%	0%	0 students
Student Safety, Connectedness and Belonging	<i>Survey not available in 2020-21</i>	<i>96% feel safe at school 79% feel connected at school</i>	<i>83% feel safe at school 71 % feel connected at school</i>	<i>97% feel safe at school 70% feel connected at school</i>

Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

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

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Supported/ Site Staff Meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	Site Based PLC
\$0	Cost included in Goal 4

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Learners

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

Amount(s)

Source(s)

\$0	District provided resources
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Principal will work with the Leadership team to identify school wide connections influencing a positive learning environment for classrooms. Meetings twice a month will include data analysis, tracking classroom absences, opportunities for school wide activities, attendance incentives and collaborative teaching methods and engaging in PBL and SEAL consistently by grade level. Stipend will be provided to ensure commitment to after school trainings, supports and meetings, support leadership needs and teacher needs as they exceed adjunct duties

Amount(s)

Source(s)

\$0	Cost included in Goal 1
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Having someone to help order materials, prep the room for teachers, and support students on how to use our Sewing Machines is important for the success and safety of our hands-on learning center (Design Lab), which provides sewing machines for student learning and engagement. The coordinator of this room is trained on how the machines work, skilled on how to make minor repairs, and helps teachers prepare and purchase materials for projects.

\$14,033	LCFF
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Our hands-on learning center (Design Lab), which provides sewing machines, not only helps to break gender roles and allows all students the opportunity to express themselves in a creative and positive manner as they gain access to academic concepts and language, and supports learning in an environment that promotes multiple learning modalities and takes down “traditional” academic classroom gatekeeping and allows experiences go guide learning for students who may benefit from non traditional teaching. Materials to support this learning experience are essential to keeping this lab running

\$3,000	LCFF
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

All Students

Learning happens inside and outside the classroom. Giving students the opportunity to experience and apply the learning in the classroom to experiences in the “real world” is invaluable for connecting academic concepts and shows that learning happens everywhere and all the time. Many of our students do not have the ability to travel or visit local museums and landmarks. Providing funds for the grade levels to participate in field trips will allow this level of engagement and experience to our students.

\$4,000	LCFF Supplemental
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

All Students

Students' social/emotional health is key to engagement in school and academic success. Many Anderson students feel stress inside and outside school. Homelife issues including, but not limited to, divorce, homelessness, poverty influence a student's ability to focus and engage in school, affecting attendance and academic performance. Further, when school life becomes difficult and a student's personal sense of connection to others is affected by perceived, or real, bullying or academic abilities, students will often avoid school and classroom environments. Oak Grove School District offers a Social Worker intern for student support and counseling services for our Medical students. Students are still overcoming the isolation from peers and stress regarding learning and health from the Pandemic. Having access to professional Counselors and providing opportunities to express feelings through multiple means is likely to be in higher demand than it was pre-pandemic.

Amount(s)

Source(s)

\$10,000 (Social Worker Intern)	LCFF Supplemental
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

School Plan for Student Achievement | Page 28 of 6

All Students

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All Students

Many students struggle during unstructured time, especially recess, to know how to respectfully engage and problem solve when conflict or simple misunderstandings occur. Contracted organizations, such as Elevo, who help organize play in a positive and constructive way help students to engage and problem solve productively. Additionally, it helps students who may be shy to play and participate in a way they may be too apprehensive to do on their own. Lastly, these skills can translate to teacher success with students when they see these tools in play during PE lessons and when students feel good about their free time interactions.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$70,000	LCFF Supplemental

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Overall, the biggest challenge has been ensuring student's emotional needs are being supported in the classroom by culturally competent teaching practices. Upon analysis of behaviors through PBIS, it is clear that many repeat offenders and other challenges are from the same classroom. Continued focus on teacher development and restorative practices is the focus moving forward.

There have been minimal changes from this year to next year. Since Partners will not be working with Oak Grove next year, that particular strategy of working with Partners is no longer in place, but the work presented by Partners will be continued during Leadership and staff meetings.

Goal #5

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

Metric	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	Mean Averages: HSC - 12 parents Koffee Klatch - 7 Parents ELAC - 8 parents HABLA - 3 parents School Site Council (100%)	Mean Averages: HSC - 8 parents Koffee Klatch - 12 Parents ELAC - 12 parents HABLA - 4 parents School Site Council (100%)	Mean Averages: HSC - 14 parents Koffee Klatch - 8 Parents ELAC - 10 parents HABLA - 6 parents School Site Council (100%)	Add 50% higher attendance to each meeting group
Attendance at District Parent Meetings	Reps attendance at DO Meetings - DAC - 100% - H&SC - 80% - ELAC - 90%	Reps attendance at DO Meetings - DAC - 100% - H&SC - 20% - ELAC - 100%	Reps attendance at DO Meetings - DAC - 100% - H&SC - 20% - ELAC - 100%	Have reps attend all District Meetings
Parent Engagement Events/Community Events	Bingo Back to School Night Open House Principal Partnership Bike Rodeo Student Council Bake Sale Tree Planting with CTLA	Multicultural Fair Back to School Night Open House Principal Chats Bike Rodeo Student Council Color Run Community Night (Pillow Making) Math Nights Vaping Presentation Social Media Presentation	Multicultural Fair Back to School Night Open House Principal Chats Bike Rodeo Student Council Color Run Social Media presentation	Increase student events to include Parent information/training nights
Parent Square Delivery and Post Data	99% Contactable Posts: School - 200 Class - 1,269 Group - 228	99% Contactable Posts: School - 156 Class - 853 Group - 65	98% Contactable Posts: School - 125 Class - 954 Group - 15	Increase deliver engagement by 10% Maintain focus on Parent Square as primary mode of communication

Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide families information during

- *Parent Information Nights on topics relevant to parenting and student success*
- *Family Life Education Night in grade 5*
- *SEAL workshops and gallery walks about the strategies, curriculum and home connection*
- *Home and School Club Meetings*
- *SSC Meetings*
- *Weekly Parent Square Communication*
- *Family Engagement nights including Movie Nights, and Multicultural Fair*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No Cost Associated

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Families

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Funded
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Families

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Funded
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Families

Access to our hands-on classroom material, including sewing machines will be provided to our families. ELAC consensus was that they would like to provide cultural experiences through creating authentic dress and other such opportunities through the arts. Parents will help with providing and

creating materials for cultural traditions and experiences. The school will provide access to tools to support this effort and support family engagement.

\$0	Cost included in Goal 4
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year. Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent engagement has increased year after year. It has been found that families often find it difficult to commit to events, but they do show up when they are scheduled. So, focus is on planning opportunities for families and to come together as a community. Attendance is quite high at Open House, Back to School Night, Family Movie Nights and Bulldog Jogs, and events of this nature.

No changes were made in this area.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,822

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 (\$)
LCFF	\$39,552
LCFF Supplemental	\$100,000
Parcel Tax	\$2,002
Site Discretionary	\$7,268

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Anderson School Site Council Agenda
5/28/204

Agenda

- Review SPSA
- Questions/Comments/Suggestions
- Vote for approval or changes

Anderson School Site Council Meeting Minutes
5/28/24

Participants Signed in for [attendance](#). Sarah Kates-March, Katie Pyne, Kathryn Ruffo, Sheryl-Ann Ganitano, Brandy Turk, Angela Brown, Jazmin Rodriguez, Cory Randolph, Somer Baker

Ms. March called for members to order.

1. SPSA Budget

- No title funds will be available for next year but some funding will be provided for next year
- GOAL #1
 - Test Scores - the highest growth in the district
 - \$10,000 LVFF for planning day for teachers (SEAL, TWIG - 2 release days for each teacher)
 - 1,049 - Leadership to plan
 - \$10,692 - Online Programs
 - \$2,750, \$4,259, \$7,000 - Instruction supplies (laminations, copies, etc)
 - \$2000 - Technology (projectors, light bulbs, etc)
- GOAL #2 - ELL
 - Test scores - highest growth for our English Language Learners
- GOAL #3 - SPED
 - Planning, push-in, SDC, RSP, shared data presentation
- GOAL #4 - Attendance/Classroom Environment
 - Strive to increase attendance
 - PBIS strategies will be continued
 - Release days with leadership and look at the curriculum
 - ELTP coach
 - \$14,033 - Prep materials, resources, Design Lab Coordinator
 - \$3,000 - Design Lab - supplies (fabric, buttons, thread, needles, etc.)
 - \$4,000 - Field Trips
 - \$10,000 - Social Work Intern
 - \$70,000 - ELEVO
- Goal #5 - Parent Involvement
 - Continue to have HSC meetings, parent committee groups, parent workshops, the Parent Square app, Google Meetings, etc.

Brandy motioned to approve the SPSA. Somer Baker seconded the motion.

3. Open Forum/Questions/Concerns

The meeting was adjourned at 4:54 PM

School Site Council Meeting Sign In -5/28/2024

**Inputting your name is an electronic signature of attendance

Name	Staff or Parent	Student Name and grade	Initials
Katie Pyne	Staff/Teacher	3rd Grade General Ed Teacher	KP
Kate Ruffo	Staff/Teacher	K General Ed Teacher	KR
Sheryl Ganitano	Staff/Teacher	2nd Grade Gen Ed Teacher	SG
Jazmin Rodriguez	Staff	Health Clerk	JR
Angela Brown	Parent	Aliya & Elijah Brown-3rd	AB
Cory Randolph	Parent	Elias - 1st	CR
Brandy Turk	Parent	Victoria -1st and Annabella - 4th	BT
Michael Angeles	Parent	Emma - 5th	MA
Sommer Baker	Parent	Melody - 2nd	SB