

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alex Anderson Elementary School	43 69625 6048086	May 28, 2026	Pending Board Approval June 18, 2026

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 Alex Anderson Elementary School (Anderson), we believe that success for every student, without exception, rests on our committed sense of shared purpose, the dedication of our teachers and staff, and the engagement of our caring community. This triangulation provides a support system that allows students to flourish and gain confidence for success. We regularly reaffirm our commitment to continuous growth for every student, regardless of race, ethnicity, background, or circumstance. We strive to uphold our mission to provide a positive and safe community dedicated to developing a comprehensive experience for our 21st-century learners.

Our teachers and staff members embrace all students, believing that our purpose and dedication will prepare students for success and proficiency in grade-level standards. As part of our commitment to student success, our professional practice is rooted in four pillars designed to address the needs of our students.

Four Pillars:

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

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

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

Goal 2- *Accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomically disadvantaged students, foster youth, students of color, and students with disabilities. Increase the language proficiency for ELs.*

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

Goal 4- *Create school and classroom environments to support learning, creativity, safety, and engagement.*

Goal 5- *Actively engage parents and community members in supporting the Anderson school community.*

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

Meetings for Staff, Home & School Club, and School Site Council are designated times for the administrator to communicate information and data about the school's academic and cultural climates. Educational partners provide feedback and contribute to developing and assessing practices and programs established to increase student proficiency, collaboration, communication, critical thinking, and creativity. We have an active Home & School Club that encourages parent participation to build a strong school community for students and staff.

Anderson staff welcome opportunities to partner with our students' families to advance student achievement. Two annual dates for sharing and soliciting best practices and strategies for student improvement include the Goal Setting Meetings and Parent/ Teacher Conferences.

2026-2027 SPSA Presentations to Educational Partners Included:

Anderson Staff - April 20, 2026

English Learner Advisory Committee (ELAC) - May 26, 2026

Home & School Club - May 26, 2026

The School Site Council approved the 2026-2027 SPSA on May 28, 2026

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.

Data shows that students (particularly Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) are not meeting grade-level standards in English Language Arts. The 2025 CA School Dashboard for students was red (very low), indicating a need for increased literacy support and intentionality with structured literacy teaching practices. After reviewing this data with staff and parent groups, it has been determined that we will provide additional professional development and training to staff in Sobrato Early Academic Language (SEAL) strategies and structured literacy practices.

Goals, Strategies/Activities, and Expenditures

Goal #1

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

Identified Need

A description of 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.

Although there was a significant gain in CAASPP Math scores, local and state assessment results still indicate a large percentage of students are not meeting proficiency in state grade-level standards assessments. We will focus on consistent implementation of district-adopted curriculum (Savvas myView Literacy and myPerspectives, Savvas enVision CA Mathematics, Studies Weekly, Discovery, and Twig Science) and SEAL School Plan for Student Achievement | Page 3 of 40

instructional strategies. Through our Professional Learning Communities, we will build capacity for differentiation within the classroom setting by using structured literacy practices and working with our English Language Teacher Partner (ELTP). In addition, the usage of technology and hands-on learning experiences will increase to support student growth and achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local ELA Benchmark Assessments (iReady Mid-Year: Window 2)	<u>On or Above Grade Level</u> 26%(2024)/ 26%(2025)	Annual Growth of 3% overall
Local ELA Benchmark Assessments (iReady Year End: Window 3)	<u>On or Above Grade Level</u> 41%(2025)/ 40%(2026)	Annual Growth of 3% overall
CAASPP ELA Scores	<u>Met or Exceeded</u> 25%(2024)/ 26%(2025)	Annual Growth of 3% overall
CA Dashboard Academic Indicator (ELA)	<u>Performance Color</u> Red(2024)/ Red(2025)	Increase of at least One Performance Level
Local Math Benchmark Assessments (iReady Mid-Year: Window 2)	<u>On or Above Grade Level</u> 18%(2024)/ 18%(2025)	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Year End: Window 3)	<u>On or Above Grade Level</u> 32%(2025)/ 33%(2026)	Annual Growth of 3% overall
CAASPP Math Scores	<u>Met or Exceeded Standard</u> 22%(2024)/ 29%(2025)	Annual Growth of 3% overall
CA Dashboard Academic Indicator (Math)	<u>Performance Color</u> Orange(2024)/ Yellow(2025)	Increase of at least One Performance Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Teacher and Student (Grades 3-8) Technology Survey	Anderson students in grades 3-6 who use <u>technology daily at school</u> 90%(2024-2025)/ NA*(2025-2026) Teachers who report students use <u>technology on a daily basis</u> 100%(2024-2025)/ NA*(2025-2026) <i>*The 80% threshold of participation was not met for survey results, only 72% participated.</i>	Anderson students in grades 3-6 who use <u>technology daily at school</u> 90% Teachers who report students use <u>technology on a daily basis</u> 90%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	All teachers will consistently use district-adopted curriculum and resources to address Common Core State Standards (CCSS). Instructional materials and supplies will be provided for use by teachers and students. Staff will have access to site copiers and the OGSD Print Shop.	All Students	\$3,029.00	LCFF Basic

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#2	Teachers will administer standards mastery assessments as formative data to inform instructional needs for students.	All Students with a focus on the following student groups: • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$1,000.00	Parcel Tax
#3	Utilize our ELTP to facilitate professional development for best instructional practices and data analysis. In addition to supporting multilingual language learners, our ELTP will: • Provide coaching for SEAL implementation ○ Incorporation of ELA standards ○ Aligning NGSS and history/social science standards in grades K-6	All Students with a focus on the following student group: • English Learners		District Funded
#4	Professional Development and two common planning days for all teachers are scheduled for the school year. This time will center on collaborative planning, the use of district core curriculum, common assessments, SEAL strategies, structured literacy practices, and data analysis.	All Students with a focus on the following student groups: • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$9,828.00	LCFF Basic

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#5	Continue Professional Learning Communities (PLCs) to analyze literacy data and prepare skills-based strategy groups to achieve higher student proficiency.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$0.00	
#6	Teachers will implement structured literacy practices for explicit and systematic teaching of all important components of literacy. These components include foundational skills (phonemic awareness, phonics) and higher-level skills (comprehension, written expression). Additional materials and resources will need to be purchased for successful implementation, including reading assessments kits to correlate with our Scholastic Leveled Library.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$5,000.00	LCFF Supplemental
#7	Teachers will coordinate with the OGSD Education Technology Team (Ed Tech) to maximize knowledge of appropriate use of technology, specifically the integration of Promethean Boards. Teachers will also have access to laptops and document cameras. Repair, replacement, and maintenance agreements are included in the budget.	All Students	\$500.00 \$2,500.00	LCFF Basic Parcel Tax

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#8	Design Lab This lab is equipped with ten sewing machines for students to gain hands-on experience. The feature of this lab is not only to create useful items for oneself or to share, but to learn how math is used for creative arts. Students will also be exposed to industry language and have access to various learning modalities. This new lab space will now be available for all grades to use. The sewing machines will be used in grades 4-6. The budget includes a coordinator and the materials. The coordinator will plan and facilitate lessons as well as maintain the sewing machines. The coordinator will also be responsible for ordering student materials.	All Students with a focus on the following student groups: • English Learners • Socioeconomically Disadvantaged	\$10,000.00 (coordinator) \$1,500.00 (materials)	LCFF Basic LCFF Basic

Annual Review

SPSA Year Reviewed: 2025-26

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.

Anderson is no longer identified for “Targeted Support and Improvement” (TSI). Last school year funds were used for an end-of-year and beginning-of year service agreement with Partners in School Innovation. This partnership helped establish a “Theory of Action” that set educational goals and priorities for improved implementation of best teaching practices, specifically around structured literacy. PLCs were successfully launched in the 2025-2026 school year. All three scheduled PLC cycles were completed with increased SMART goals and data collection in each cycle.

Common Planning Days served as a jumpstart for this collaboration and implementation. District benchmarks showed an increase in proficiency throughout the school year.

iReady Reading:

Fall (Beginning of the Year) 19%

Winter (Mid Year) 26%

Spring (End of Year) 40%

iReady Math Proficiency:

Fall (Beginning of the Year) 9%

Winter (Mid Year) 18%

Spring (End of Year) 33%

We will continue to use strategies that have proven to be successful, such as targeted professional development, “hands-on learning,” and technology for learning and exploring.

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

The Design Lab did not have a coordinator and was not operational. A coordinator for the 2026-2027 has been identified and will be ready to start in August 2026. The 2025-2026 funds designated to pay for a coordinator were instead used to purchase organizational and storage units along with materials and supplies. These funds were added to the materials budget to provide a fully functioning Design Lab with an emphasis in sewing enrichment. Anderson students will have access to all materials and supplies needed to get started and function comfortably in the Design Lab.

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.

There are no major changes to this goal. The goal is to fully implement all strategies.

Goal #2

Goal # 2	Description
	Accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomically disadvantaged students, foster youth, students of color, and students with disabilities. Increase the language proficiency for ELs.

Identified Need

A description of 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.

The CA Dashboard proficiency levels for these subsets of students are low and there is a need for concentrated efforts to advance the proficiency levels for these students. Strategic professional development and implementation of best practices are a necessity for student academic improvement. We will utilize our PLC to collect, analyze, and reflect on data for continuous improvement of these student groups.

The metrics below highlight the data for each subset listed above.

**Note there are no performance colors for African American students and Foster Youth due to low student enrollment. Local benchmark data for students with disabilities are described in Goal #3.*

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	7% (K-6: 2024-2025) / 13% (K-6: 2025-2026)	10% of English Learners Reclassified Annually
Long Term English Learner Rate (6th Grade)	25% (2024-2025)/ 26% (2025-2026)	20% or Less of English Learners Identified as LTEL
English Learner Progress Indicator	Performance Color Orange (2024)/ Yellow(2025)	Increase of at least One Performance Level
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year: Window 2)	Students scoring at or above grade level African American: 18%(2024)/ 14%(2025)	Annual Growth of 5% for Listed Student Groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: 20%(2024)/ 18%(2025) English Learners: 8%(2024)/ 6%(2025) Socioeconomically Disadvantaged: 3%(2024)/ 6%(2025)	
Local ELA Benchmark Assessments for Student Groups (iReady Year End: Window 3)	<u>Students scoring at or above grade level</u> African American: 16%(2025)/ 29%(2026) Hispanic: 30%(2025)/ 29%(2026) English Learners: 13%(2025)/ 27%(2026) Socioeconomically Disadvantaged: 0%(2025)/ %(2026)	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator (ELA)	<u>Performance Color</u> Hispanic: Red(2024)/ Red(2025) English Learners: Red(2024)/ Orange(2025) Socioeconomically Disadvantaged: Red(2024)/ Red(2025) Students with Disabilities: Red(2024)/ Red(2025)	Increase of at least One Performance Level for listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year/ Window 2)	<u>Students scoring at or above grade level</u> African American: 9%(2024)/ 7%(2025) Hispanic: 10%(2024)/ 11%(2025) English Learners: 6%(2024)/ 12%(2025) Socioeconomically Disadvantaged: 0%(2024)/ 8%(2025)	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Year End/ Window 3)	<u>Students scoring at or above grade level</u> African American: 23%(2025)/ 11%(2026) Hispanic: 24%(2025)/ 24%(2026) English Learners: 18%(2025)/ 23%(2026) Socioeconomically Disadvantaged: 9%(2025)/ %(2026)	Annual Growth of 5% for Listed Student Groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator (Math)	<u>Performance Color</u> Hispanic: Red(2024)/ Orange(2025) English Learners: Orange(2024)/ Yellow(2025) Socioeconomically Disadvantaged: Orange(2024)/ Yellow(2025) Students with Disabilities: Red(2024)/ Orange(2025)	Increase of at least One Performance Level for listed Student Groups

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Our ELTP will facilitate professional development for sharing best instructional practices and analyzing data for our multilingual language learners. ELTP Coaching Role: - support the implementation of integrated and designated ELD strategies for grades TK-6 - lead the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments - guide the identification and reclassification process for ELs - collaborate with other ELTPs to support teachers to integrate best practices for multilingual language learners across content areas	All Students with a focus on the following student group: English Learners		District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#2	Teachers will identify interventions, benchmarks, and supports for our ELs, low socioeconomically disadvantaged students, Foster Youth, students with disabilities, and students of color demonstrating challenges performing at grade level. This focus will be during the two common planning days, grade-level planning, and PLC cycles throughout the school year.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$1,000.00	Site Discretionary
#3	There will be a strategic focus on long-term English Learners for redesignation. This will include the English Language Development (ELD) Instructional Aide (IA) pushing into classrooms to provide immediate support to students. The ELD IA will also pull out small groups to strengthen skills needed to be redesignated.	English Learners	\$1,000.00	Site Discretionary
#4	PLC collaboration will include analyzing data, reflection, and planning to increase proficiency with EL, low socioeconomic disadvantaged students, Foster Youth, students with disabilities, and students of color.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$0.00	
#5	Through our structured literacy practices, we will highlight cultural diversity and relevance in our classrooms by investing in culturally relevant books and activities. This will include incorporated Ethnic Studies.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$2,000.00	LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#6	The Principal and ELTP Coach will meet weekly to review data and discuss the needs of Anderson English Learners.	English Learners	\$0.00	

Annual Review

SPSA Year Reviewed: 2025-26

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.

The principal and ELTP met weekly for updates on implementation of strategies for our multilingual language learners. Our ELTP led professional development and training sessions to support teachers with best practices to increase student learning. This included ELPAC, CAASPP training, Interim Assessments/Designated Supports, CAL, and literacy. The ELD IA regularly met with newcomers and LTELs for encouragement and support outside of learning sessions.

This school year, 17 students (13%) were reclassified and will no longer take the English Language Proficiency Assessment California (ELPAC).

Students will continue to have access to Chromebooks that are used in class and can be taken home. Students completed weekly iReady lessons in reading and math for additional practice.

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

There were no major differences with the implementation of this goal.

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.

Students with disabilities will now be included in this goal to further address closing the achievement gap for this subset of students. Changes are reflected in the 2026-2027 SPSA Goal #2, Strategies #2, #4, and #5.

Goal #3

Goal # 3	Description
	Provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.

Identified Need

A description of 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.

Our students identified with learning disabilities tend to achieve proficiency at lower rates than our students without disabilities. This indicates a need for articulation between support staff, special education teachers, and general education teachers to ensure we are providing inclusive learning environments with rigorous yet attainable expectations for academic, social, and emotional development. Inclusion continues to be a priority at Anderson, and this collaboration will assist in providing scaffolds and accommodations to help students transition between resource support and mainstreaming. Professional development will continue to support teachers with literacy support and structured practices. Working closely with our school psychologist and PBIS Committee, we will be able to create a safe social and emotional environment for our students' academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<u>Students scoring at or above grade level</u> IEPs: 0%(2024)/ 11%(2025) 504s: NA(2024)/ 38%(2025) SSTs*: NA(2024)/ 5%(2025)	Annual Growth of 5% for Special Education Student Group
Local ELA Benchmark Assessments for Special Education (iReady Year End)	<u>Students scoring at or above grade level</u> IEPs: 0%(2025)/ 13%(2026) 504s: NA(2025)/ NA%(2026) SSTs*: NA(2025)/ NA%(2026)	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator (ELA)	Students with Disabilities: Red(2024)/ Red(2025)	Increase of at least One Performance Level
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<u>Students scoring at or above grade level</u> IEPs: 25%(2024)/ 10%(2025) 504s: NA(2024)/ 25%(2025) SSTs: NA(2024)/ 5%(2025)	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Year End)	<u>Students scoring at or above grade level</u> IEPs: 0%(2025)/ 13%(2026) 504s: NA(2025)/ NA%(2026) SSTs: NA(2025)/ NA%(2026)	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator (Math)	Students with Disabilities: Red(2024)/ Orange(2025)	Increase of at least One Performance Level
Inclusion Data of Students with Disabilities	Mainstreaming for students in SDC: 49%(2024-2025)/ %(2025-2026)	75% Mainstreamed
Inclusion Data RSP Services for 28 students	Services Received by Students: Push-into General Ed Classroom: 21% Pull-Out into RSP Classroom: 4% Push-in & Pull Out: 75%	Maintain Services Received by Students: Push-into General Ed Classroom: 21% or greater Pull-Out into RSP Classroom: 4% Push-in & Pull Out: 75%

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	To meet the needs of students with disabilities, we will hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, school psychologist, and ELTP. The focus of the meeting is to provide updates, and monitor progress for students with IEPs, 504s, or SSTs. We also discuss potential students at risk for special education identification to provide early intervention. To ensure IEP compliance, the support staff regularly reviews the SEIS dashboard.	All Students with a focus on the following student groups: - English Learners - Socioeconomically Disadvantaged - Students with Disabilities	\$0.00	
#2	Support Staff will present to the staff quarterly. Presentations will include the roles of each support staff member and how they can be of help and support with data analysis, accessing general education through differentiation, utilizing IAs, and best inclusive teaching practices. The 504 coordinator and SST coordinator (adjunct duties) will also present to staff. Outlining and clarifying responsibilities and procedures will help identify and support students with 504 and SST plans.	All Students with a focus on the following student groups: - English Learners - Socioeconomically Disadvantaged - Students with Disabilities	\$0.00	
#3	Case managers will communicate IEP goals and accommodations to general education teachers and students' families. This includes students receiving resource services and Special Day Class students who are mainstreamed. The 504 Coordinator and SST Coordinator (adjunct duties) will also regularly communicate with teachers. One day release day will be reserved for IEPs.	Students with Disabilities	\$1, 300.00	LCFF Basic

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#4	Special Education teachers will plan with general education teachers to align the pacing of standards. Both will identify further mainstreaming opportunities for students to engage in curriculum and learning opportunities. The grade level team will determine areas of inclusion in the Least Restrictive Environments for students to learn, grow, and have adequate access to resources.	All Students with a focus on the following student groups: - English Learners - Socioeconomically Disadvantaged - Students with Disabilities	\$1,000.00	Site Discretionary
#5	Teachers will offer opportunities in the classroom for students to take the practice CAASPP test to ensure students understand test formatting and to decrease test anxiety associated with testing in a structured testing environment.	All Students with a focus on the following student groups: - English Learners - Socioeconomically Disadvantaged - Students with Disabilities	\$0.00	
#6	Through the redesigning of our Positive Behavioral Interventions and Supports (PBIS), we will address the social and emotional learning needs of all our students with a special focus on our students with disabilities. Students will participate in socio-emotional learning lessons and have access to calming corners within their classroom.	All Students with a focus on the following student groups: - English Learners - Students with Disabilities	\$5,000.00	LCFF Basic

Annual Review

SPSA Year Reviewed: 2025-26

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.

Each SDC teacher has participated in PLCs with general education teachers. This strengthened grade-level collaboration and created more opportunities for inclusion outside of mainstreaming. Literacy will continue to be the academic focus for the 2026-2027 school year. SDC teachers will have additional resources for literacy instruction.

The push-in model will continue with our RSP teacher serving general education students with IEPs in their classroom. Pull-out instruction will be used when deemed necessary to help close the achievement gap.

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

There were no major differences in this goal.

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.

All teachers should be well versed in the process and procedure of initiating SSTs and 504s. Frequent check ins and evaluations of accommodations are necessary to continue providing the best service possible for student achievement. Local data collection will be separated by students with IEPs, 504s, and SSTs* to gain a better understanding of attained proficiency levels.

**Students with SSTs are not considered students with disabilities. However, teachers offer additional supports to meet their needs for academic success and we would like to track their progress.*

This can be found in the 2026-2027 SPSA Goal #3, Strategies #2 and #3.

Goal #4

Goal # 4	Description
	Create school and classroom environments to support learning, creativity, safety, and engagement.

Identified Need

A description of 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.

It is important that students feel a strong sense of belonging and connection to Anderson. The PBIS adjunct committee will lead the work in redesigning our PBIS practices and include MTSS Tiers to address behavior. We will add positive and motivating activities on a weekly and monthly basis to keep students engaged. By creating connections and teaching socioemotional lessons, we anticipate increased student attendance and reduced undesirable behaviors. Our guiding practice will be our PBIS Mantra: Be safe, Academic, Respectful, and Kind (BARK).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Annual Average	93%(2024)/ 93%(2025)	97% Annual Average
Chronic Absenteeism	23%(2024)/ 24%(2025)	19% or Less
Suspension Rate	2% (2024)/ 4%(2025)	50% Reduction from Previous Year
Student Safety, Connectedness and Belonging	2024-2025: October 86% feel safe at school 86% feel connected to someone at school March 83% feel safe at school 71% feel connected to someone at school 2025-2026: October 89% feel safe at school 68% feel connected to someone at school March 88% feel safe at school 72% feel connected to someone at school	Meet or exceed the 25-26 District Percentage October 92% feel safe at school 80% feel connected to someone at school March 91% feel safe at school 79% feel connected to someone at school

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Develop a Positive Behavioral Interventions and Supports (PBIS) Team to analyze data and develop a reward system to create welcoming and affirming environments. Offer more student assemblies. The PBIS Team will provide professional development to staff on the main tenets and practices of Positive Behavioral Interventions and Supports (PBIS).	All Students	\$1,396.00	Parcel Tax
#2	Teachers will implement social-emotional lessons on a weekly basis to provide a comprehensive solution for enhancing social and mental well-being. These lessons will foster engagement and peer connections as well as build community.	All Students	\$5,000.00* <i>*Duplicate funding from Goal 3, Strategy #6</i>	LCFF Basic
#3	Replacement of items for calming corners in each classroom. Continue to build our calming room, the "Bulldog Haven," with appropriate items and materials for self-regulation.	All Students	\$786.00	Site Discretionary
#4	Service Agreement for a Marriage Family Therapist intern or a Social Worker intern or other qualified mental health service provider for individual and/or group counseling, as well as whole-class strategies as needed to support socioemotional needs. <i>Note: This is in addition to any support provided to Anderson by the OGSD Mental Health Interns.</i> <i>(Based on staffing availability)</i>	All students	\$5,000.00	LCFF Supplemental
#5	Contract with Busy Getting Stronger (BGS) Kids to provide structured activities and organized play during recess. The program coach will help students respectfully engage and problem-solve when conflict or simple misunderstandings occur. Additionally, it helps shy or reserved students participate with peers. The BGS Kids coach will also facilitate PE sessions for teachers to replicate.	All Students	\$38,000.00	LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#6	Access to off-site locations to provide hands-on learning of grade-level standards and curriculum. Allow students the opportunity to experience and apply learning outside of the classroom through field trips.	All Students	\$4,000.00	LCFF Basic
#7	Identify opportunities for after-school engagement through creative arts. Focusing on communication for language development and acquisition. Areas to explore: • Cultural traditions: dance/ ballet folklorical, music, art • Oral Presentations, Writing • Plays/performances Families and staff members will be highly encouraged to participate in these activities.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$12,640.00	Prop 28
#8	Utilize SEAL Home School Connection projects to uplift students' sense of belonging. This strategy offers family and cultural connections to the curriculum. These projects will be on display at the end-of-unit Gallery Walks.	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$0.00	
#9	Strengthen partnerships with the site care providers and programs to bridge learning from the school day to extended care. The principal and program director/site lead will meet regularly to provide updates on programming for academic and social experiences.	All Students	\$0.00	
#10	Use Community Liaison and SART Contracts to support students and families with chronic absenteeism. Clearly communicate Independent Studies purpose and process.	Students with Chronic Absenteeism		District Funded

Annual Review

SPSA Year Reviewed: 2025-26

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.

PBIS activities and rewards increased in the 2025-2026 school year. Students were more engaged in earning BARK slips for modeling BARK expectations. There is still room for improvement and a necessity for a tiered approach for discipline. Including onboarding noonduty staff. Our suspension rate increased this year due to physical encounters between students, and students to teachers. Having a thriving PBIS program in place should help reduce negative peer interactions.

This year chronic absenteeism still posed a challenge for Anderson. There were two attendance campaigns activated this year that didn't result in a huge impact on our monthly attendance. As a result, the principal now participates in the OGSD District Attendance Committee and will participate in the RISE Network for the 2026-2027 school year to address and improve attendance.

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

The major adjustment to this goal was not purchasing a socioemotional curriculum with lessons for students. The teaching staff decided to take more time to research the proposed curriculum options shared by the PBIS Team. The new goal is to purchase a curriculum within the first quarter of the 2026-2027 school year. The funding set aside for purchasing a curriculum was used to purchase additional calming items and supplies for PBIS rewards.

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.

There will be no major changes made to this goal. We will work on implementation with fidelity to meet this goal.

Goal #5

Goal # 5	Description
	Actively engage parents and community members in supporting the Anderson school community.

Identified Need

A description of 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.

Families also need to feel a strong sense of belonging and connection to Anderson. This will be achieved by strengthening our communication and offering a variety of experiences families can participate in throughout the school year.

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Events/ Community Events (programs, informative, fundraisers)	12(2024-2025)/ 25(2025-2026)	Increase parent events to include information/ training nights
Parent Square Delivery and Post Data	Contactable: 2024-2025: 98% 2025-2026: 100% Posts: School: 86(2024-2025)/ 153(2025-2026) Class: 1,087(2024-2025)/ 1,271(2025-2026) Group: 17(2025)/ 69(2025-2026) Families engaged with posts: 2024-2025: 62% 2025-2026: 67%	2025-2026: Reach 99% Maintain focus on Parent Square as primary mode of communication 2026-2027: Maintain 100%, 75% Engagement Maintain focus on Parent Square as the primary mode of communication.

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Offer family educational workshops on topics relevant to student learning. (i.e. SEAL strategies, literacy, technology, anti-bullying, attendance, family life education) • ELTP (extended hours) • Teachers (extended hours) • External Resources	All Student Families with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$1,000.00	Site Discretionary
#2	Provide and share opportunities for parent engagement through the following means: • SEAL Home School Connection Projects • SEAL Gallery Walks for unit culmination • Classroom volunteering • Bulldog Jog • Parent Meetings (site & district) • Dinner Night Out (fundraisers that bring staff & families together for dinner time) • Community Resources	All Student Families	\$0.00	
#3	Parent Communication Utilize ParentSquare 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. Print flyers for important events or actions needed	All Student Families	\$200.00	Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#4	Offer virtual options for parent meetings.	All Student Families	\$0.00	
#5	Community Liaisons will help with reaching out and connecting with families who request or require additional support navigating the school system and internal workings of Anderson.	All Student Families with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities		District Funded

Annual Review

SPSA Year Reviewed: 2025-26

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.

This year more family members were cleared to volunteer to help out in the classrooms and chaperone field trips. Anderson was represented at all district level parent committees, an improvement over last year. In addition to our annual events and activities, parents were invited to attend two additional events, the AES Bike Rodeo and CAASPP Morning Rallies. As we build internally, we are actively partnering with community organizations to bring resources and supplies to our students and staff, as well as educational experiences to students. We will continue to plan opportunities for parent engagement with the support of Adjunct Duties and our Home & School Club.

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

Although we did not host any parent information nights as a site, we publicized and encouraged participation at district hosted information nights. During the 2026-2027 school year, we intend to provide site level parent information nights and literacy workshops.

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.

There are no major changes to this goal for the 2026-2027 school year.

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	\$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 107,679.00

Other Federal, State, and Local Funds

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	\$35,157.00
LCFF Supplemental	\$50,000.00
Parcel Tax	\$4,896.00
Site Discretionary	\$4,986.00
Prop 28	\$12,640.00

Subtotal of state or local funds included for this school: \$ 107,679.00

Total of federal, state, and/or local funds for this school: \$107,679.00

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 Consolidated Application (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 California *Education Code (EC)* sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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, June 2024



Alex Anderson Elementary School
5800 Calpine Drive, San Jose, CA 95123
408-225-6556

School Site Council **5/28/26 Agenda**

Location: Virtual Meeting

6:00 – 7:00 PM

Google Meet joining info

Video call link: <https://meet.google.com/uze-kphh-jhp>

I.	Welcome/ Call to Order	Ms. Humphrey
III.	Public Comment	2 min. Per Speaker
IV.	Review and Approval of the School Plan for Student Achievement (SPSA) W AES SPSA 26-27.docx	Ms. Humphrey
V.	Announcements	Secretary
VI.	Adjournment	Ms. Humphrey

Anderson School
School Site Council

School Site Council **5/27/25 Minutes**

Location: Virtual

I.	Welcome/ Call to Order 1. Meeting called to order by Principal Humphrey at 6:02pm. 2. Attendance: a. Kellee Humphrey, Principal b. Amanda Boniface, Certificated Staff c. Lori Gitin Garcia, Certificated Member d. Larry Renteria, Community Member e. Absent: i. Britteny Kimball, Community Member ii. Adrian Acevedo, Community Member iii. Cindy Pinheiro, Classified Staff	Principal Humphrey
II.	Approval of Minutes 1. No minutes submitted	Principal Humphrey
III.	Public Comment 1. None	2 min. per Speaker
III.	School Plan for Student Achievement (SPSA) Review & Input 1. Overview of 5 SPSA goals 2. Input for Goal 1: <i>All students will be proficient in meeting and/or exceeding all Common Core State Standards.</i> a. Clarification requested for standardized assessments; current math curriculum has an awkward assessment format and doesn't align with lessons- modifications will be needed, and funds may be needed to supplement curriculum assessments b. What will replace iReady benchmarks? Will funding be needed to provide benchmark assessments? 3. Goal 2: <i>Accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomically disadvantaged students, foster youth, students of color, and students with disabilities. Increase the language proficiency for ELs.</i> a. Input from HSC meeting: address Ethnic Studies in our SPSA	Principal Humphrey

	4. Goal 3: <i>Provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.</i> a. Furniture needed for an inclusive environment for mainstreaming students i. <i>Furniture has been ordered and paid for by the District, just waiting on the delivery</i> ii. Classrooms are overcrowded with additional furniture and students 5. Goal 4: <i>Create school and classroom environments to support learning, creativity, safety, and engagement.</i> a. Utilize Independent Studies b. Mental Health Support could replace the BGS Coach for peer conflict resolutions c. What experience is needed to have the Service Agreement for the Mental Health Support person? 6. Goal 5: <i>Actively engage parents and community members in supporting the Anderson school community.</i> a. Offer a parent workshop on attendance b. Provide more student assemblies, specifically on attendance, bullying, DARE program c. Increase parent engagement on Parent Square d. Input from HSC meeting: print flyers to distribute e. HSC feedback: more parents need to be involved 7. MOTION: Amanda Boniface moves to approve the 2026-2027 Anderson SPSA with the noted changes as discussed. a. Motion seconded by Lori Gitin Garcia b. Motions carries unanimously.	
IV.	Adjournment by Principal Humphrey at 7:19pm.	Principal Humphrey



Alex Anderson Elementary School
5800 Calpine Drive, San Jose, CA 95123
408-225-6556

School Site Council **2025-2026 Attendance**

Role	Member	5/29/26	Notes
Principal	Kellee Humphrey Butler	X	
Elected Certificated Staff	Amanda Boniface (Year 2)	X	
Elected Certificated Staff	Nicole Ferla (Year 1)	AB	
Elected Certificated Staff	Lori Gitin Garcia (Year 1)	X	
Elected Classified Staff	Cindy Pinheiro (Year 1)	AB	
Elected Community Member	Adrian Acevedo (Year 2)	AB	
Elected Community Member	Angela Brown (Year 2)	AB	Reviewed SPSA at HSC Mtg
Elected Community Member	Britteny Kimball (Year 2)	AB	Reviewed SPSA at HSC Mtg
Elected Community Member	Larry Renteria (Year 2)	X	