

School Plan for Student Achievement Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Alex Anderson Elementary School	43 69625 6048086	5/27/2025	6/12/2025

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 ensures that support will be available for students to flourish and gain the confidence to be successful. 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 of grade level standards. As part of our commitment to student success, our professional practice is rooted within 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 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

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

Goal 4 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 5 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

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 and School Club, and School Site Council are opportunities 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/or assessing practices and programs established to increase student proficiency, collaboration, communication, critical thinking, and creativity.

Anderson staff welcomes partnering with our parent community to advance student achievement. We utilize Goal Setting Meetings and Parent/Teacher Conferences to share and solicit best practices and strategies for student improvement. We have an active Home and School Club that encourages parent participation to build a strong school community for students.

2025-2026 SPSA Presentations to Educational Partners Included:

Anderson Staff - May 20, 2025

English Learner Advisory Committee (ELAC) - May 27 , 2025

Home and School Club - May 27, 2025

School Site Council - May 27, 2025

The School Site Council approved the 2025-2026 SPSA on May 27, 2025

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

At Anderson Elementary, we are committed to ensuring all students—especially our multilingual learners, students of color, and students from low-income backgrounds—receive the resources they need to meet high academic standards and thrive socially and emotionally. In addition, because Anderson School has been identified for Targeted Support and Improvement (TSI), we will focus our action efforts on the continuous improvement of our White student population.

People

Provide professional development to staff in order to provide targeted academic and behavioral support for students identified as at-risk (Goals 1 & 2).

Teachers will implement structured literacy practices to emphasize highly explicit and systematic teaching of all important components of literacy. (Goal 1).

Provide dedicated staff time to have our ELTP coach facilitate professional development to support English Learners' language development (Goal 1 & 2).

Teachers will implement structured literacy practices to emphasize highly explicit and systematic teaching of all important components of literacy. (Goal 3)

Funding

Allocate funds for professional development and collaboration time to implement SEAL strategies and other site-based instructional priorities (Goal 1).

Contract with Busy Getting Stronger (BGS) Kids to provide structured activities and organized play during recess (Goal 4).

Provide support to improve student attendance and reduce chronic absenteeism (Goal 4).

Have H&S Club fund family engagement events to strengthen school-home partnerships (Goal 4).

Technology

Ensure all classrooms are equipped with up-to-date technology (e.g., projectors, Chromebooks, document cameras, sound systems) to support digital learning and equitable access to curriculum (Goal 1).

Expand access to digital learning platforms that reinforce core academic skills and provide adaptive support (Goals 1).

By identifying and addressing resource inequities across people, funding, and technology, Anderson Elementary is working to provide a just and inclusive learning experience for every student.

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 English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) are not meeting grade-level standards in English Language Arts. The 2024 CA School Dashboard for students was red (very low), which indicates a need for increased literacy support and intentionality with structured literacy teaching practices. 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. As well as a focus on after school enrichment, counseling, and improving PBIS implementation to help students stay focused on learning and connected to school.

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.

Local and state assessment results indicate a large percent of students are not meeting proficiency in state grade level standards. We will focus on the implementation of district adopted curriculum (enVision Math, Core Knowledge Language Arts (CKLA), Expeditionary Learning, Studies Weekly, Discovery, and Twig Science) and SEAL instructional strategies. 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, technology and hands-on learning experiences will be used 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> 30% (2024) / 21% (2025)	Annual Growth of 3% overall
Local ELA Benchmark Assessments (iReady Year End: Window 3)	<u>On or Above Grade Level</u> 38% (2024) / % Status Available June (2025)	Annual Growth of 3% overall
SBAC ELA Scores	<u>Met or Exceeded</u> 24% (2024) / % Status Available August (2025)	Annual Growth of 3% overall
CA Dashboard Academic Indicator (ELA)	<u>Performance Color</u> Red (2024) / Status Available August (2025)	Increase of at least One Performance Level
Local Math Benchmark Assessments (iReady Mid-Year: Window 2)	<u>On or Above Grade Level</u> 21% (2024) / 21% (2025)	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Year End: Window 3)	<u>On or Above Grade Level</u> 32% (2024) / Status Available June (2025)	Annual Growth of 3% overall
SBAC Math Scores	<u>Met or Exceeded Standard</u> 26% (2024) / % Status Available August (2025)	Annual Growth of 3% overall
CA Dashboard Academic Indicator (Math)	<u>Performance Color</u> Orange (2024) / Status Available August (2025)	Increase of at least One Performance Level
Annual Teacher and Student (Grades 3-8) Technology Survey	Anderson students in grades 3-6 who use <u>technology daily at school</u>	Anderson students in grades 3-6 who use <u>technology daily at school</u>

	2023-2024: 10% / 2024-2025: 90% Teachers who report students use <u>technology on a daily basis</u> 2023-24: 10% / 2024-2025: 100%	2024-2025: 90% / 2025-2026 90% Teachers who report students use <u>technology on a daily basis</u> 2024-2025: 80% / 2025-2026 90%
Student Access to Core Subject Areas Using 21st Century Skills	Anderson students report using technology to <u>work or collaborate with others</u> 2023-2024: 80% / 2024-2025: 73% Anderson students report using technology to <u>communicate with others</u> 2023-2024: 90% / 2024-2025: 54% Anderson students report using technology to solve problems or help with their <u>critical thinking in class</u> 2023-2024: 78% / 2024-2025: 72% Anderson students report <u>using technology to be creative</u> 2023-2024: 90% / 2024-2025: 65%	Anderson students report using technology to work or collaborate with others 2024-2025: 90% / 2025-2026 80% Anderson students report using technology to <u>communicate with others</u> 2024-2025: 90% / 2025-2026 70% Anderson students report using technology to solve problems or help with their <u>critical thinking in class</u> 2024-2025: 85% / 2025-2026 80% Anderson students report <u>using technology to be creative</u> 2024-2025: 95% / 2025-2026 70%

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	All teachers will 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. OGSD Print Shop will be utilized to support students in the core content areas. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$6,227.00	LCFF Basic
#2	Professional Development and two common planning days for all teachers are scheduled throughout the school year. This time will center on collaborative planning; utilization of district core curriculum, common assessments, SEAL strategies, and structured literacy practices. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$5,126.00	LCFF Basic
#3	Establish Professional Learning Communities (PLC) to analyze data and prepare skills-based strategy groups to achieve higher student proficiency levels. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$0.00	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#4	Teachers will implement structured literacy practices to emphasize highly 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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$2,000.00	Parcel Tax
#5	Utilize our ELTP to facilitate professional development to share best instructional practices and analyze data. In addition to supporting multi-language learners our ELTP will: • Provide coaching for SEAL implementation of SEAL • Align NGSS and history/social science implementation in grades K-6 <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student group: • English Learners		District Funded
#6	We will work with the OGSD Education Technology Team (Ed Tech) to ensure teachers have the knowledge to utilize technology appropriately. Teachers will have access to laptops, projectors, and document cameras. Repair, replacement, and maintenance agreements are included in the budget. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$1,000.00 \$2,500.00	LCFF Basic Parcel Tax

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#7	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. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White		District Funded
#8	Design Lab This lab is equipped with ten sewing machines for students to gain hands-on experiences. The feature of this lab is to not only create useful items for self or sharing but to learn how math is used for creative arts. Students will also be exposed to industry language and access 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 (\$8,236) and the materials (\$3,000). The coordinator will plan and facilitate lessons as well as maintain the sewing machines. The coordinator will also be responsible for ordering student materials. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$11,236.00	LCFF Basic

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#9	Learning App: Stem on Demand This resource will be available as a supplemental learning opportunity to prepare our students for science state testing in grade 5. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	4th & 5th Grade Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$1,600	LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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.

Although many staffing changes occurred this school year, overall we maintained or did not fall far behind the iReady assessment results per diagnostics window. Students showed proficiency growth in iReady Reading from Window 1 (21%) to Window 2 (27%). This year was the new math adoption of enVision Mathematics and students showed proficiency growth in iReady Math from Window 1 (12%) to Window 2 (21%). We will continue to use strategies that have proven to be successful, such as “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.

Anderson experienced a major transition for the 2024-2025 school year. Almost half of the teaching staff and the administrator started in August 2024, and staffing continued to change or increase $\frac{2}{3}$ into the school year. This resulted in an adjustment period to familiarize ourselves with the academic culture of Anderson. The stipend leadership team was dissolved and this gave way for teachers on alternative evaluation to take on a

leadership role. These trained SEAL teachers led professional development to help teachers who have yet to be trained in SEAL. This was to ensure that all students would have access to high leverage SEAL strategies.

The district offered mini-grants that Anderson teachers applied for to offer skills-based academies after school. The target groups included students struggling to reach grade level standards in grades TK, 2nd, and 5th.

Funds were shifted to cover the cost of a completely leveled bookroom and training for teachers for the 2025-2026 school year. Additional funds were used to secure an end-of-year and beginning-of year consulting contract with Partners in School Innovation. This partnership will help establish a “Theory of Action” that will be used to set educational goals and priorities for improved implementation of best teaching practices, specifically around structured literacy.

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.

Changes made to this goal were due to a reevaluation based on new staffing. The Design Lab has been added to this goal. Changes are reflected in the 2025-2026 SPSA Goal #1.

Goal #2

Goal # 2	Description
	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

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.

There was 7% decline in EL making progress from 2023 (46%) to 2024 (39%). Taking a closer look at the EL population, we see that in 2024, 46% of EL maintained their proficiency level and 17% dropped a level. There will be concentrated efforts for this particular subset of students to advance a proficiency level.

CA Dashboard shows a significant decline in English Language Arts (ELA) for low socioeconomic disadvantaged students, and Hispanic students from 2023 to 2024. These groups are in the red performance color.

CA Dashboard shows a decline in Math for low socioeconomic disadvantaged students, and Hispanic students from 2023 to 2024. Hispanic students are in the red performance color, and EL and socioeconomic disadvantaged students are in the orange performance color.

This indicates a need for strategic professional development and implementation of best practices. We will utilize our PLC to collect, analyze, and reflect on data for continuous improvement of these student groups.

**Note there are no performance colors for African American students and Foster Youth due to low student enrollment.*

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	4% (K-6: 2024) / 7% (K-6: 2025)	2025: 15-20% of English Learners Reclassified Annually 2026: 10% of English Learners Reclassified Annually
Long Term English Learner Rate (6th Grade)	20% (2024)/ 25% (2025)	18% or Less of English Learners Identified as LTEL
English Learner Progress Indicator	<u>Performance Color</u> Green (2023) / Orange (2024)	Green
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year: Window 2)	<u>Students scoring at or above grade level</u> Hispanic: 24% (2023) / 19% (2024) African American: 18% (2023) / 13% (2024) English Learners: 11% (2023) / 11% (2024)	Annual Growth of 5% for Listed Student Groups
Local ELA Benchmark Assessments for Student Groups (iReady Year End: Window 3)	<u>Students scoring at or above grade level</u> Hispanic: 28% (2024) / % (2025) African American: 35% (2024) / % (2025) English Learners: 22% (2024) / % (2025)	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator (ELA)	<u>Performance Color</u> Hispanic: Red (2024) / (2025) English Learners: Red (2024) / (2025)	Blue, Green or Increase of One Performance Level for Listed Student Groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomic Disadvantaged: Red (2024)/ (2025)	
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year/ Window 2)	<u>Students scoring at or above grade level</u> Hispanic: 14% (2023) / 11% (2024) African American: 16% (2023) / 13 % (2024) English Learners: 9% (2023) / 13% (2024)	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> Hispanic: 23% (2024) / % (2025) African American: 21% (2024) / % (2025) English Learners: 19% (2024) / % (2025)	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator (Math)	<u>Performance Color</u> Hispanic: Red (2024) / (2025) English Learners: Orange (2024) / (2025) Socioeconomic Disadvantaged: Orange (2024)/ (2025)	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	We will utilize our ELTP to facilitate professional development sharing best instructional practices and analyzing data for our multi-language learners. ELTP Coaching Role: - support implementation of integrated and designated ELD strategies for grades TK-6 - lead the English Language Proficiency Assessments for California (ELPAC) initial and annual assessments - guide the identification and reclassification process for EL - collaborate with other ELTPs to support teachers to integrate best practices for English Learners across content areas <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student group: English Learners		District Funded
#2	Teachers will identify interventions, benchmarks, and supports for our EL, low socioeconomic disadvantaged students, Foster Youth, and students of color demonstrating challenges performing at grade level. This focus will be during the two common planning days and grade level planning throughout the school year. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: - English Learners - Hispanic - Socioeconomically Disadvantaged - Students with Disabilities - White	\$1,000.00	Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	English Learners		District Funded
#4	PLC collaboration will include analyzing data, reflection, and planning to increase proficiency amongst EL, low socioeconomic disadvantaged students, Foster Youth, and students of color. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$0.00	
#5	Through our structured literacy practices, we will highlight cultural diversity and relevance into our classrooms by investing in culturally relevant books. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities	\$2,000.00	Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#5	The Principal and ELTP Coach will meet weekly to review data and discuss the needs of Anderson English Learners. Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.	English Learners	\$0.00	

Annual Review

SPSA Year Reviewed: 2024-25

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 administrator and ELTP met weekly to share updates on the push-in support to advance our English Learners. Our ELTP led professional development and training sessions to support student learning. This included ELPAC, CAASPP Training; Interim Assessments/Designated Supports, CAL, and Math. Additional books and materials were purchased to advance student learning and sense of belonging.

This school year, 11 students (7%) were reclassified and will no longer take the English Language Proficiency Assessment California (ELPAC).

Students continue to have access to chromebooks that are used in class and can be taken home. Students are expected to complete 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.

A few adjustments were made to account for the new Anderson staff. The new teachers that joined the Anderson staff were not SEAL trained and did not have full access to all of the valuable teaching strategies to help advance English language acquisition. Teacher priorities shifted from using additional licensed applications to utilizing applications provided by the district. More time was spent on learning how to use the newly adopted math curriculum to support multi-language students and families. Parent Educational workshops were offered at the district level. The site offered a parent workshop on anti-bullying.

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.

Moving forward, we will strategically begin to focus on students that maintained or dropped a proficiency level. These changes can be found in SPSA Goal #2.

Goal #3

Goal # 3	Description
	We will 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 with disabilities tend to achieve proficiency at lower rates than our students without disabilities and have been in a steady decline as evidenced by our local and state assessments. This indicates an intensive need for articulation between support staff and general education teachers to ensure we are providing inclusive learning environments with 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 with transitioning between resource support and mainstreaming. 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
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	Students with Disabilities scoring <u>at or above grade level</u> 9% (2024) / 6% (2025)	Annual Growth of 5% for Special Education Student Group
Local ELA Benchmark Assessments for Special Education (iReady Year End)	Students with Disabilities scoring <u>at or above grade level</u> 13% (2024) / % (2025)	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator (ELA)	<u>Performance Color</u> Red (2023) / (2024)	Blue, Green or Increase of One Performance Level for Students with Disabilities
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	Students with Disabilities scoring <u>at or above grade level</u> 13% (2024) / 4% (2025)	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Year End)	Students with Disabilities scoring <u>at or above grade level</u> 14% (2024) / %(2025)	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator (Math)	<u>Performance Color</u> Orange (2023) / (2024)	Blue, Green or Increase of One Performance Level for Students with Disabilities
Inclusion Data of Students with Disabilities	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 Services	All RSP students spend on 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	Maintain or increase amount of time in class by 4%

		Maintain or increase percentage of students with full inclusion
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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 discuss and give 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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$0.00	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	Students with Disabilities	\$0.00	
#4	Special Education teachers will plan with grade level general education teachers to align 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 Least Restrictive Environments for students to learn and grow and provide adequate resources. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$1,000.00	LCFF Basic

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#5	Teachers will offer opportunities 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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$0.00	
#6	Through the revamping 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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$2,500.00	LCFF Basic

Annual Review

SPSA Year Reviewed: 2024-25

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.

We continue to use the push-in model to support students and have increased mainstreaming minutes for SDC students; providing access to general education.

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 to this goal. The new support staff have been able to continue with the outlined goal. Our ELTP was added to the support staff this year to provide insight into our EL population.

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.

Our PLC work will be targeted for student growth and grade level proficiency. This can be found in the 2025-2026 SPSA Goal #3.

Goal #4

Goal # 4	Description
	School and classroom environments 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 revamping our PBIS 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 a reduction in 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)/ % (2025)	2024-2025: 98% 2025-2026: 96%

Chronic Absenteeism	29% (2024)/ % (2025)	2024-2025: The Chronic Absenteeism rate will be reduced to 5% 2025-2026: The Chronic Absenteeism rate will be reduced by 5%
Suspension Rate	2% (2024)/ % (2025)	1%
Student Safety, Connectedness and Belonging	2023-2024: 83% feel safe at school 71 % feel connected at school / 2024-2025: 83% feel safe at school 71 % feel connected at school	2024-2025: 97% feel safe at school 70% feel connected at school/ 2025-2026:

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. To meet students' behavior, engagement and safety needs, the PBIS Team will provide professional development to staff on the main tenets and practices of Positive Behavioral Interventions and Supports (PBIS). <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$3,400.00	LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#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. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$2,500.00	LCFF Basic
#3	Create calming corners in each classroom with sensory items that can be handheld. Continue to build our calming room, the “Bulldog Haven,” with appropriate items and materials for self-regulation. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$622	Parcel Tax District Funded
#4	Offer access to a Marriage, Family Therapist intern or a Social Worker intern to provide individual and/or group counseling, as well as whole-class strategies as needed to support socioemotional needs. (Based on staffing availability) <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All students	\$15,000.00	LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#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 that teachers will be able to replicate during PE. in a way they may be too apprehensive to do on their own. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$55,000.00	LCFF Supplemental
#6	Access to off-site learning to enhance understanding of grade level standards and curriculum. Allow students the opportunity to experience and apply learning outside of the classroom through field trips. <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$5,000.00	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, music, art • Oral Presentations, Writing • Plays/performances <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$5,000.00	Prop 28

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#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 can be showcased at the AES Multicultural Fair. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White	\$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. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Students	\$0.00	
#10	Use Community Liaison and SART Contracts to support students and families with chronic absenteeism. <i>Because Anderson School has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.</i>	Students with Chronic Absenteeism		District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

We will continue to plan opportunities for student belonging and connectedness with the support of Adjunct Duties and our Home & School Club. Next year, we will track attendance by name or count for data comparison.

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

For the 2024-2025 school year we contracted with BGS Kids instead of Elevo at half the price budgeted. The Design Lab was put on hold this year. Student desks were used for the sewing machines and that created some instability as students worked. The 2024-2025 budget was used to purchase a proper sewing table for each sewing machine. The sewing tables will be housed in a true Design Lab space with appropriate furniture for students to design and work comfortably. This design space will also serve as our Visual and Performing Arts space.

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.

The major adjustment to this goal is purchasing a socioemotional program providing lessons for teachers and students. This can be found in the 2025-2026 SPSA Goal #4. The Design Lab can now be found in 2025-2026 SPSA Goal #1.

Goal #5

Goal # 5	Description
	We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

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	7 (2024) / 12* (2025) *2 included Educational/ Information Nights	Increase student events to include Parent information/training nights
Parent Square Delivery and Post Data	98% Contactable (2024) / 98% Contactable (2025) Posts: School - 125 (2024) / 86(2025) Class - 954 2024) / 1,087(2025) Group - 15 (2024) / 17(2025) *62% of families engaged with posts	2024: Increase deliver engagement by 10% Maintain focus on Parent Square as primary mode of communication 2025: Reach 99% Maintain focus on Parent Square as 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, family life education, <i>Because Anderson School has been identified for <u>Targeted Support and Improvement</u>, we will focus our action efforts on the continuous improvement of our White student population.</i>	All Student Families with a focus on the following student groups: - English Learners - Hispanic - Socioeconomically Disadvantaged - Students with Disabilities - White	\$1,000.00	Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#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 • Multicultural Fair • 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	ParentSquare 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.	All Student Families		District Funded
#4	Offer virtual options for parent meetings.	All Student Families	\$0.00	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#5	Community Liaisons will help with reaching out to families and with translations.	All Student Families with a focus on the following student groups: • English Learners • Hispanic • Socioeconomically Disadvantaged • Students with Disabilities • White		District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

The Home & School Club had a new Executive Board this year and did not have the bandwidth to host the Multicultural Fair. AES staff will partner with Home & School Club to prevent this from happening again. The Design Lab was out of commission this year as we reevaluated the use and purpose.

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.

The major adjustment to this goal is redesignated the Design Lab usage. This can be found in the 2025-2026 SPSA Goal #1. Funds have been budgeted for parent workshops.

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	\$123, 711.00

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

State or Local Programs	Allocation (\$)
LCFF	\$34,589
LCFF Supplemental	\$75,000
Parcel Tax	\$5,122
Site Discretionary	\$4,000
Prop 28	\$5,000

Subtotal of state or local funds included for this school: \$ 123,711

Total of federal, state, and/or local funds for this school: \$123,711

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.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet TSI 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). Each section also contains a notation of how to meet TSI requirements.

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

For additional questions or technical assistance related to LEA and school planning, please contact the California Department of Education's (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.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Plan Description

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

Additional TSI Planning Requirements:

- Schools identified for TSI must briefly describe the purpose of this plan by stating that this plan will be used to meet the TSI planning requirements.

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.

Additional TSI Planning Requirements:

- This section meets the requirements for TSI.

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.

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.

Additional TSI Planning Requirements:

- When completing this section for TSI improvement, goals must align to the goals, actions, and services in the LEA LCAP.

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 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 as 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional TSI Planning Requirements:

- Completing this section as described above fully addresses all relevant federal planning requirements.

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.

Additional TSI Planning Requirements:

- When completing this section for TSI the school must include metrics related to the specific student group(s) that led to the school's identification

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 Education Code, 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 local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

Additional TSI Planning Requirements:

- When completing this section for TSI this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.
- When completing this section for TSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected

NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI.

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.

Additional TSI Planning Requirements:

- When completing this section for TSI any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the TSI planning requirements.
- TSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for TSI planning requirements.

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

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds, 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:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Targeted Support and Improvement

In partnership with educational partners (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the [U.S. Department of Education's "Using Evidence to Strengthen Education Investments" \[PDF\]](#).)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

TSI Resources:

For additional TSI resources, please see the following links:

- [TSI Planning Requirements](#)

Appendix C: Select State and Federal Programs

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

- [Programs included on the ConApp](#)
- [ESSA Title I, Part A: School Improvement](#)
- [Available Funding](#)

Updated by the California Department of Education, September 2024



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

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

Location: Library

I.	Welcome/ Call to Order	SSC President Kimball
II.	Approval of Minutes	SCC President Kimball
III.	Public Comment	2 min. per Speaker
III.	School Plan for Student Achievement (SPSA) Review & Input	Ms. Humphrey
IV.	Adjournment	SCC President Kimball

The purpose of the SSC is to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations, and participate in the development and approval of the school's SPSA.

The Role of the Schoolsite Council

A school that operates a categorical program funded through the consolidated application (ConApp) is required to establish a schoolsite council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [EC] Section 65000[b]).

The SSC is required to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development and approval of the school's SPSA. The SPSA is a strategic plan that outlines specific and measurable goals at the school site with the intention of increasing student achievement. The SPSA should align with the local educational agency's (LEA's) Local Control and Accountability Plan (LCAP) process as they both help support continuous cycles of action, reflection, and improvement.

For more information on the LCAP and SPSA development, please visit the [Planning for the LCAP and School Plan](#) web page.

Schoolsite Council Responsibilities

The SSC develops the content of the SPSA (EC Section 64001[g][1]). The SPSA, including proposed expenditure of funds allocated to the school through the ConApp and the LCAP, if

any, must be reviewed and updated annually by the SSC (*EC* Section 64001[i]). This includes at a minimum, the SSC must:

- Develop and approve the SPSA, including the proposed expenditures of funds. The SPSA must align with the needs identified through the school's comprehensive needs assessment and the goals identified by the SSC and must adhere to all applicable state and federal laws and regulations. The SPSA must include funds based on projected allocations from federal funds, and may also include other state or local funds allocated to the school to support student achievement. Proposed expenditures include planned spending and costs needed to implement the strategies/services in the SPSA.
- Recommend the SPSA, including proposed expenditures of funds, to the LEA's local governing board or body for approval.
- Provide ongoing review throughout the school year of the implementation of the strategies/services in the SPSA to ensure the plan is being carried out to address the needs of the school and its students.
- Make modifications to the SPSA, if a need arises. The SSC will submit the modified SPSA to the local governing board/body for approval whenever a material change (as defined in local governing board policy) is made to planned activities or related expenditures.
- Annually evaluate the progress made toward the school's goals to increase the academic achievement of all students. This includes reviewing and analyzing established metrics, baseline data, and desired outcomes in the SPSA to ensure continuous improvement of students in the schoolwide program.
- Perform all other duties assigned to the SSC by the local governing board or body of the LEA and by state law. As each school has their own unique needs and student populations, the SSC must ensure this is considered within their duties and responsibilities.

The SPSA must be reviewed and approved by the governing board or body of the LEA at a regularly scheduled meeting whenever there are material changes that affect the academic programs for student. (*EC* Section 64001[i]). If the SPSA is not approved by the governing board or body of the LEA, specific reasons must be communicated to the SSC (*EC* Section 64001[i]).

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

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

Location: Virtual

I.	Welcome/ Call to Order 1. Meeting is called to order by Principal Humphrey at 6:35pm. 2. Attendance: a. Kellee Humphrey, Principal b. Amanda Boniface, Certificated Staff c. Angela Brown, Community Member d. Kathryn Ruffo, Certificated Member e. Sheryl Ganitano, Certificated Member f. Larry Renteria, Community Member g. Viridiana Campos Martinez, ELAC h. Rayanne Ayala, Home & School Club i. Absent: i. Britteny Kimball, Community Member ii. Marica Hill, Community Member iii. Jazmin Rodriguez, Classified Staff	Principal Humphrey
II.	Approval of Minutes 1. Ms. Ruffo motions to approve minutes from SSC meeting from February 4th, 2025. 2. Ms. Humphrey seconds the motion. 3. Minutes are unanimously approved	Principal Humphrey
III.	Public Comment 1. Review of Principal Humphrey's presentation to the Board. a. Positive feedback: Design Lab (appreciate opportunity for hands on learning); Bulldog Haven (place for students to self-regulate) b. No specific questions from the Board c. Principal Humphrey went through updated slides (based on feedback from stakeholder groups)	2 min. per Speaker
III.	School Plan for Student Achievement (SPSA) Review & Input	Ms. Humphrey

	1. Overview of 5 SPSA goals - all schools in district have the same five goals a. Each school has their own strategies to meet the goals 2. Goal 1: Structured Literacy & PLC Collaboration (\$35,000) a. Teacher Planning Days (2) b. Scholastic Guided Reading Library c. Access to Technology d. Design Lab (coordinator, \$8,000) e. "Steam on Demand" (certificated staff teaches as an academy) 3. Goal 2: Structured Literacy & Small Groups For Long Term ELs (\$8,000) a. English Language Teacher Partner Coaching & ELD IA Support i. Targeting 6th grade group (25% of ELLs are long-term) b. More opportunities to interact with native speakers, perhaps after school program. c. Teacher Planning Days (PLC) i. Focus on ELLs 4. Goal 3: Collaboration & PBIS (\$7,500) a. Professional Development i. Relationships between General education Teachers & Special Education Teachers b. Behavior Expectations & Rewards i. SEL Program ii. Calming Corners in classrooms 5. Goal 4: PBIS & Partnerships (\$84,000) a. SEL Program - consistent across school b. SEAL - Gallery Walks, family involvement c. Community Liaison - supports attendance d. Mental Health Care - intern (\$15,000) e. BGS Kids (Busy Getting Stronger) - 1 coach covers recess and PE lessons every 2 weeks (\$55,000)	
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	6. Goal 5: Parent Square, Parent Groups, Educational Parent Nights a. Teacher adjunct duties include coordinating parent nights i. Free/low cost options ii. Activities include students b. No changes in goal from last year c. Need to work on parent engagement on Parent Square d. At this point there are no costs associated with this goal 7. Total Cost \$129,000 a. \$7,000 flexible 8. Principal Humphrey motions to vote on the 2025-2026 SPSA as presented. 9. Ms. Ruffo seconds. 10. 2025-2026 SPSA is approved unanimously.	
IV.	Adjournment by Principal Humphrey at 7:30pm.	Principal Humphrey