

- School Year: [2021-2022]

# School Plan for Student Achievement (SPSA) Anderson Elementary

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Anderson Elementary	43 69625 6048086	June 2,2021	November 18, 2021

## Purpose and Description

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

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

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

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

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

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

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

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

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 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

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

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

## **Stakeholder Involvement**

*OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. Parent Meetings, ELAC, HSC, SSC, and others, all continue in a virtual environment to continue engaging with families needs and concerns during this time.*

**Involvement Process for the SPSA and Annual Review and Update**  
*Presentations to stakeholders included:*

*School Site Council*

*June 2, 2021*

*English Learner Advisory Committee (ELAC)*

*June 2, 2021*

*Anderson Staff*

*June 2, 2021*

*The School Site Council approved the SPSA on June 2, 2021.*

## **Resource Inequities**

*Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.*

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Anderson include:

- After school academic support academies for increased exposure and academic support to those students who need it. (Goal 1)
- Restorative Justice training with a specialist for teachers (Goal 5)
- Providing LCD Projectors, Document Cameras, and printers for teachers to identify greater communication of material to students in the classroom (Goal 4)
- Evening parenting classes for academic and social emotional support at home (Goal 6)
- One to one chromebooks that could go home with students for home support (Goal 4)
- Offer after school enrichment for all students to enhance peer engagement and cultural experiences. (GOAL 5)

## **Goals, Strategies, Expenditures, & Annual Review**

### **Goal 1**

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

#### **Identified Need**

*With the implementation of CCSS, iReady, and early PLC work we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We also plan to provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be*

*provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap in foundational literacy and math skills.*

*Distance learning, due to Covid, did present some inequities for students in their ability to engage and receive needed support in the home. Finding opportunities to reach students as they return to full in-person, as well as preparing to differentiate instruction in the classroom, has emphasized professional development and training as a focus for Anderson. Offering a wide scope of fundamental reading, writing, and math skills, is paramount for students as they return.*

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<b>ELA</b> 2017: 46% 2018: 47% 2019: 44% 2020: <b>Test Not Administered due to School Closure/Covid19</b> 2021: <b>Test Not Administered due to School Closure/Covid19</b>  <b>MATH</b> 2017: 42% 2018: 42% 2019: 41% 2020: <b>Test Not Administered due to School Closure/Covid19</b> 2021: <b>Test Not Administered due to School Closure/Covid19</b>	Increase the SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels	<b>ELA</b> 2017: Orange 2018: Yellow 2019: Orange 2020: No Data  <b>MATH</b> 2017: Yellow 2018: Orange 2019: Yellow 2020: No Data	Maintain, or increase by one performance level, on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.
iReady Reading and Math Diagnostics Students Tiers 1,2,3	Sept 2019 D1 Reading • 25% Tier 1	Increase 5% to 10% more students at Tier 1 IReady D1

	<ul style="list-style-type: none"> <li>• 24% Tier 2</li> <li>• 33% Tier 3</li> </ul>	to D2 and D2 to D3
	Sept 2019 D1 Math <ul style="list-style-type: none"> <li>• 20% Tier 1</li> <li>• 46% Tier 2</li> <li>• 34% Tier 3</li> </ul>	Decrease 5% to 10% students in Tier 3 IReady D1 to D2 and D2 to D3
	Dec 2019 D2 Reading <ul style="list-style-type: none"> <li>• 39% Tier 1</li> <li>• 34% Tier 2</li> <li>• 27% Tier 3</li> </ul>	
	Dec 2019 D2 Math <ul style="list-style-type: none"> <li>• 35% Tier 1</li> <li>• 44% Tier 2</li> <li>• 21% Tier 3</li> </ul>	
	Spring 2020 D3 Math and Reading <b>Test Not Administered due to School Closure/Covid19</b>	
	Sept 2020 D1 Reading <ul style="list-style-type: none"> <li>• 36% Tier 1</li> <li>• 33% Tier 2</li> <li>• 31% Tier 3</li> </ul>	
	Sept 2020 D1 Math <ul style="list-style-type: none"> <li>• 29% Tier 1</li> <li>• 42% Tier 2</li> <li>• 29% Tier 3</li> </ul>	
	Dec 2020 D2 Reading <ul style="list-style-type: none"> <li>• 42% Tier 1</li> <li>• 32% Tier 2</li> <li>• 26% Tier 3</li> </ul>	
	Dec 2020 D2 Math <ul style="list-style-type: none"> <li>• 36% Tier 1</li> <li>• 38% Tier 2</li> <li>• 26% Tier 3</li> </ul>	
	May 2021 D3 Reading	

	<ul style="list-style-type: none"> <li>• 44% Tier 1</li> <li>• 26% Tier 2</li> <li>• 30% Tier 3</li> </ul>	
	May 2021 D3 Math <ul style="list-style-type: none"> <li>• 40% Tier 1</li> <li>• 34% Tier 2</li> <li>• 26% Tier 3</li> </ul>	

### Strategy/Activity 1

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

All Students

*Two Professional Development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math. Staff can utilize release days to analyze data and prepare differentiated instructional opportunities.*

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

Amount(s)	Source(s)
<b>\$6,864</b>	<b>LCFF</b>

### Strategy/Activity 2

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

All Students

*A half time Instructional Coach serves as a member of Anderson staff to support classroom efforts to close the achievement gap in reading and comprehension. This Coach will work with teachers to set up classroom systems, interventions and supports to further differentiate instruction, and support students engagement to ensure grade level proficiencies..*

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

Amount(s)	Source(s)
<b>\$71,079</b>	<b>Title 1</b>

### Strategy/Activity 3

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

All Students

*Purchase licenses for **RAZ Kids, Accelerated Reader, and Brain POP** as supplemental resources to support reading, comprehension, fluency, and foundational math concepts.*

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

Amount(s)	Source(s)
\$10,617	LCFF

### Strategy/Activity 4

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

All Students

*Provide after school support, through both in house and contracted agencies, for students who need additional academic, social emotional, and safety support after school. These areas support students' ability to perform in a school setting when all needs are met, including academic support after school. Students will benefit from after school program support and can receive one on one and small group engagement.*

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

Amount(s)	Source(s)
\$69,939	Title 1

### Strategy/Activity 5

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

All Students

*Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers*

*will utilize Standards Mastery assessments as formative data to inform instructional needs of students. Parents will be informed of how to access it for home support, as well.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$0</b>	<b>District Funded</b>

**Strategy/Activity 6**

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

All Students

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$4,601</b>	<b>Parcel Tax</b>
<b>\$11,070</b>	<b>LCFF</b>



**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

All Students/English Learners

*Due to Distance Learning many students encountered challenges with logging in to classes and lacked conversation among peers and teachers due to the virtual environment impacting social connections and English Language Development. Anderson will provide a short summer enrichment program to offer in person classroom engagement; both social and academic.*

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

Amount(s)	Source(s)
<b>\$7,833.12</b>	<b>District Provided ELO Funds</b>

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

All Students/English Learners

*Due to an increased gap in learning for some students, Anderson will run three after school intervention cycles of six weeks each. This program will focus on Reading and Math skills, one for primary aged students and one for upper grade students. The interventions will be run by one teacher and one Instructional Aide to support them.*

Amount(s)	Source(s)
<b>\$4,385.48</b>	<b>District Provided ELO Funds</b>

## Goal 2

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

### Identified Need

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

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

*LTEL students in 2020 - 2021 represent a quarter of the ELL population. Distance Learning did impact the ability for these students to engage with their peers in social environments and classroom talk limiting access to daily language.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Latino and Socio Economically Disadvantaged Students	<b>Latino Students</b> <b>ELA</b> 2017: 31% 2018: 36% 2019: 32% 2020: <b>Test Not Administered due to School Closure/Covid19</b> 2021: <b>Test Not Administered due to School Closure/Covid19</b>  <b>Math</b> 2017: 26% 2018: 28% 2019: 22% 2020: <b>Test Not Administered due to School Closure/Covid19</b> 2021: <b>Test Not Administered due to School Closure/Covid19</b>  <b>Socioeconomically Disadvantaged Students</b> <b>ELA</b> 2017: 33%	Increase the SBAC percent of Socioeconomically Disadvantaged Students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.

iReady Reading and Math Diagnostic Students Tier 1	<p>2018: 39%</p> <p>2019: 33%</p> <p>2020: <b>Test Not Administered due to School Closure/Covid19</b></p> <p>2021: <b>Test Not Administered due to School Closure/Covid19</b></p> <p><b>Math</b></p> <p>2017: 30%</p> <p>2018: 34%</p> <p>2019: 32%</p> <p>2020: <b>Test Not Administered due to School Closure/Covid19</b></p> <p>2021: <b>Test Not Administered due to School Closure/Covid19</b></p> <p><b>Latino Students</b></p> <p>Sept 2019 D1 Reading: 14%</p> <p>Sept 2019 D1 Math: 10%</p> <p>Dec 2019 D2 Reading: 27%</p> <p>Dec 2019 D2 Math: 21%</p> <p>Spring 2020 D3 Math and Reading</p> <p><b>Test Not Administered due to School Closure/Covid19</b></p> <p>Sept 2020 D1 Reading 24%</p> <p>Sept 2020 D1 Math 18%</p> <p>Dec 2020 D2 Reading 27%</p> <p>Dec 2020 D2 Math 20%</p> <p>May 2021 D3 Reading 27%</p> <p>May 2021 D3 Math 25%</p> <p><b>Socioeconomically Disadvantaged Students</b></p> <p>Sept 2019 D1 Reading: 25%</p> <p>Sept 2019 D1 Math: 20%</p>	
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	<p>Dec 2019 D2 Reading: 39%</p> <p>Dec 2019 D2 Math: 35%</p> <p>Spring 2020 D3 Math and Reading</p> <p><b>Test Not Administered due to School Closure/Covid19</b></p> <p>May 2021 D3 Reading 28%</p> <p>May 2021 D3 Math 26%</p>	
CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students	<p><b>Latino Students</b></p> <p><b>ELA</b></p> <p>2017: Yellow</p> <p>2018: Yellow</p> <p>2019: Orange</p> <p>2020: No Data/Covid19</p> <p><b>Math</b></p> <p>2017: Yellow</p> <p>2018: Orange</p> <p>2019: Orange</p> <p>2020: No Data/Covid19</p> <p><b>Socioeconomically Disadvantaged Student</b></p> <p><b>ELA</b></p> <p>2017: Orange</p> <p>2018: Yellow</p> <p>2019: Orange</p> <p>2020: No Data/Covid19</p> <p><b>Math</b></p> <p>2017: Orange</p> <p>2018: Yellow</p> <p>2019: Orange</p> <p>2020: No Data/Covid19</p>	<p>Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>
Anderson LTEL + At Risk percentage	<p><b>February 2020</b></p> <p>28%</p> <p>2020-2021 - 26%</p>	<p>Decrease percentage rate of students who are currently LTEL or at risk of LTEL by 5%</p>

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

English Learners

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

***English Learner Teacher Partners (instructional coaches) will:***

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

English Learners

*A part time Instructional Coach serves as a member of Anderson staff to support classroom efforts to close the achievement gap in reading and comprehension. This Coach will work with*

*teachers to set up classroom systems, interventions, and supports to further differentiate instruction and support students with grade level reading deficits.*

Instructional Coaches will:

- *work with teachers focus on cultural competency in teaching practices*
- *Regular data analysis in iReady, Running Records, and oral language will be reviewed at grade level with PLCs with teachers, focusing on intervention strategies for marginalized populations*
- *Support cross-curricular learning opportunities utilizing district adopted curriculum*
- *Coach will engage in parent connection and training workshops to develop home support strategies*
- *Differentiation strategies will be demonstrated and supported to build classroom capacity serving EL needs*

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

Amount(s)	Source(s)
Cost included in Goal 1	Title 1

### **Strategy/Activity 3**

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

All Students

*Provide after school support for students who need additional academic, social emotional, and safety support after school. With an emphasis on Socio-Economic and ELL students whose families may have difficulty supporting after school engagement due to work schedules and other financial limitations, Anderson will support after school activities including homework support, sports, art, music, and peer engagement activities.*

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

Amount(s)	Source(s)
\$ Cost included in Goal 1	Title 1

#### **Strategy/Activity 4**

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

All Students/English Learners

*Classroom teachers will have one sub release day dedicated to review data with Instructional Coach and Principal and plan for strategies to reach the needs of English Language Learners and other students who are demonstrating challenges performing at grade level. Teachers will identify interventions, benchmarks, and supports for identified students and classroom pacing of CCSS standards. These days will focus on support to fill gaps for English Learners who may not have had sufficient exposure to language during Distance Learning.*

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

Amount(s)	Source(s)
\$ Cost included in goal 1	LCFF

#### **Strategy/Activity 5**

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

All Students/English Learners

*Purchase additional RAZ Kids and Accelerated Reader, and Brain POP licences to support low performing students, socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen their reading, fluency and comprehension. Brain POP has a component specifically geared to English Language Learners.*

##### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Costs included in Goal 1	LCFF

#### **Strategy/Activity 6**

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

All Students/English Learners

*All students will be provided with a district purchased Lenovo Chromebook to ensure all children have equitable access to online learning.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded
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**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

All Students/English Learners

*Due to Distance Learning many students encountered challenges with logging in to classes and lacked conversation among peers and teachers due to the virtual environment impacting social connections and English Language Development. Anderson will provide a short summer enrichment program to offer in person classroom engagement; both social and academic.*

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

Amount(s)

Source(s)

<b>\$ cost included in goal 1</b>	<b>District Provided ELO Funds</b>
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**Strategy/Activity 8**

All Students/English Learner/Socioeconomically Disadvantaged

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0	District Funded - job specific
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## Strategy/Activity 9

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

All Students/English Learners

*Due to an increased gap in learning for some students, Anderson will run three after school intervention cycles of six weeks each. This program will focus on Reading and Math skills, one for primary aged students and one for upper grade students. The interventions will be run by one teacher and one Instructional Aide to support them.*

Amount(s)

Source(s)

Included in Goal 1

District Provided ELO Funds

## Goal 3

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

### Identified Need

*Anderson students with disabilities are not meeting or exceeding standards at the same rates as other student groups. Our general education and special education teachers need to work together so that all students are successful. Case managers and the psychologist need to make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Anderson. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<b>ELA</b> 2017: 8% 2018: 19% 2019: 15% 2020: <b>Test Not Administered due to School Closure/Covid19</b> 2021: <b>Test Not Administered due</b>	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.

	<p><b>to Covid19</b></p> <p><b>Math</b>  2017: 10%  2018: 16%  2019: 15%  2020: <b>Test Not Administered due to School Closure/Covid19</b>  2021: <b>Test Not Administered due to Covid19</b></p>	
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: Orange 13% 2019: Orange 13% 2020: <b>Test Not Administered due to School Closure/Covid19</b> 2021: <b>Test Not Administered due to Covid19</b>	Increase from orange to Yellow, and decrease percentage by a minimum of 5%
CA Dashboard Suspension Levels for Students with Disabilities	2017: Yellow 2018: Green 2019: Orange **2019-2020: 1 suspension for school year 2020 - 2021: Distance Learning - no suspensions	Increase from Orange to Yellow on dashboard, ideally returning and maintaining a minimum of green on going. **Maintain 0-2 suspension rate for school year .
SDC Students who are in separate classrooms 60% of time who are receiving 40% of daily instruction in a general education classroom. Reach District goal of <=21.6%	2019: 28% 2020-2021: 56%	Decrease 10%
Percentage of IEP students in General Education at least 80% of their day.District target >=52%	2020 -2021: 36%	Increase by 10%

### **Strategy/Activity 1**

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

Students with Disabilities

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

Cost included in Goal 1	LCFF
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### **Strategy/Activity 2**

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

Students with Disabilities

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

\$0	Classroom Environment
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### **Strategy/Activity 3**

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

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

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 4

#### Proposed Expenditures for this Strategy/Activity

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

#### Strategy/Activity

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

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

### Strategy/Activity 5

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

All Students

#### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 6

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

All Students

#### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

### Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

#### Identified Need

*We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education.*

*Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer.*

*Covid19 and Distance Learning reinforced that not just the hardware of having a Chromebook, but actual internet connection is imperative to equitable access to school, learning, and overall daily interactions is important in this post pandemic world. Ensuring our community has strong internet access is as valuable as having a Chromebook.*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology Usage	2018-19: 79% of 3-6th grades responded daily  2019-2020: 87% of 3-6th graders responded daily  2020-2021 - No Data Available	95% of the students responding will indicate that they utilize technology daily.  90% of students responding will indicated that they utilize technology daily
District Technology Survey: How often does your class talk about being respectful, responsible and safe online?	2018-19: 32% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online  2019-2020: 40% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online.  2020-2021 - No Data Available	95% of the students responding will indicate that monthly they discuss how to be safe, respectful and responsible online.  90% of the students responding will indicate that monthly or more they discuss how to be safe, respectful and responsible online.
SBAC Participation Rates	2018-2019 94% Completion in ELA	We will continue to monitor to ensure that 95% of all

	96% Completion in Math	students will participate in
	2019-2020 N/A	CAASPP Testing on the
	2020-2021 - N/A	Chromebooks and laptops.

## Strategy/Activity 2

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

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

All Students

*To ensure teachers have access to teaching all students and the ability to utilize technology appropriately, supplies including Projectors, LadyBug Document Cameras and bulbs are necessary. At times these supplies wear out and need to be replaced, repaired or upgraded.*

*Funds are available to teachers for these items to ensure a constant outreach to students in the classroom is available and in place. Maintenance Agreements are included in the budget.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,000	LCFF

**Strategy/Activity 4**

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

All Students

*To ensure all students have access to online learning, Anderson has deployed Chromebooks to all students and Hotspots to those in need of internet access at home.*

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 5**

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

All Students

*Technology mentors have been secured to ensure teachers understand how to use technology, and also to help support tools to reach the community via video presentations and instructional support and engagement for families and students.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$3980	Title 1



## **Strategy/Activity 6**

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

All Students

*To ensure teachers have all the resources they need to support various learning styles teachers will have access to additional technology to engage all senses and experiences and engagement for students in and out of the classroom such as Green Screens and Cameras, Sound Systems, iPads, and Robotics materials for greater hands on learning in the arts and sciences.*

### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$13,001	Title 1

## **Goal 5**

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

### **Identified Need**

*For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.*

*For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.*

*Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.*

*Post Pandemic students have likely felt peer isolation and limited social interactions. School routines will have not been taught or have been forgotten, the greater sense of community may be a foreign concept as things have happened in isolation. Focus should be on engagement, peer connections, community building, and positive self concept.*

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	<p><b>California Dashboard Levels in 2018:</b></p> <p>Orange: Students With Disabilities, two or more races, Filipino, Hispanic, SED, 2 or more races</p> <p>Yellow: English Learners</p> <p>Green: White and Asian</p> <p><b>California Dashboard Levels in 2019:</b></p> <p>Red: No Students</p> <p>Orange: Students With Disabilities, Hispanic</p> <p>Yellow: Socioeconomically Disadvantaged</p> <p>Green: English Learners, Filipino, White</p> <p>Blue: Asian</p> <p><b>2020- 2021: Test Not Administered due to Covid19</b></p>	<p>For chronic absenteeism, improve one level for all students below Green level. Green Level students will maintain or increase one level.</p>

Suspension and Expulsion Rates	<p><b>California Dashboard Levels in 2018:</b></p> <p>Red: Socioeconomically Disadvantaged</p> <p>Orange: Two or more races, Filipino, Hispanic</p> <p>Yellow: Asian</p> <p>Green: White and Students with Disabilities</p> <p>Blue: English Learners and Filipino</p> <p><b>California Dashboard Levels in 2019:</b></p> <p>Red: Hispanic</p> <p>Orange: English Learners, Socioeconomically Disadvantaged, Students with Disabilities</p> <p>Yellow: No Students</p> <p>Green: White</p> <p>Blue: Asian, Filipino</p> <p><b>2019-2020</b> - 1 in house suspension and 0 home suspensions all year.</p>	<p>For suspensions, improve one level for all students below green. For students at green or blue, maintain or increase one level.</p> <p>Maintain, within 2%, low rate suspensions for all demographics</p>
Attendance Rate	<p>95.73% 2018-2019 95.7% 2019-2020</p> <p><b>2020 Dashboard data for Suspension and Chronic Absenteeism for all student not available</b></p> <p>96.43% 2020 - 2021</p>	<p>Increase attendance by 3% minimum</p>

CA Healthy Kids Survey	<p>19-20 36% participation rate</p> <p>Spring 2020 - 9% participation rate</p> <p>Spring 2021 - 51% Participation</p>	<p>Due to low participation rates in the Spring, data is unclear. 2020-2021 will focus on a minimum of 50% student participation rate.</p> <p>2021 Goal Met. Increase Participation by 5% for 2022</p>
PBIS Implementation	<p><b>2019:</b> 60% Overall Implementation 40% Classroom Behavior Support Systems</p> <p><b>2020:</b> 80% Overall Implementation 65% Classroom Behavior Support Systems</p> <p><b>2021</b> COVID 19 no data</p>	<p>Monitor implementation of PBIS and increase to 90% overall implementation and Classroom Behavior Support Systems</p>
Nearpod Usage	<p><b>2020/2021:</b> 16 out of 22 teachers have used Nearpod a minimum of one time with their students</p>	<p>All teachers will assign and teach at least one Nearpod lesson a week with their class</p>

### Strategy/Activity 1

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

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

#### Strategy/Activity

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

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

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

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

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	LCFF

### Strategy/Activity 2

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

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

#### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Site Based PLC
\$1,092	LCFF

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

English Learners

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

Amount(s)

Source(s)

\$0	District provided resources
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**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

All Students

*Principal will work with the Leadership team to identify school wide connections influencing a positive learning environment for classrooms. Meetings twice a month will include data analysis, tracking classroom absences, opportunities for school wide activities, attendance incentives and collaborative teaching methods and engaging in PBL and SEAL consistently by grade level.*

Amount(s)

Source(s)

\$0	Adjunct Teacher Duty
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## Strategy/Activity 5

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

All Students

*Students' social/emotional health is key to engagement in school and academic success. Many Anderson students feel stress inside and outside school. Homelife issues including, but not limited to, divorce, homelessness, poverty influence a student's ability to focus and engage in school, affecting attendance and academic performance. Further, when school life becomes difficult and a student's personal sense of connection to others is affected by perceived, or real, bullying or academic abilities, students will often avoid school and classroom environments. Oak Grove School District offers a Social Worker intern for student support and counseling services for our Medical students. Additionally, to ensure all students' needs are met and students have ample time with a counselor, Anderson will provide one contracted counselor for additional support. This resource is particularly needed post Covid. Students have been isolated from peers and highly stressed regarding learning and health during the Pandemic. Having access to professional Counselors and providing opportunities to express feelings through multiple means is likely to be in higher demand than it was pre-pandemic.*

Amount(s)

Source(s)

\$0 (Social Worker Intern)	District Funded
\$0 (Rebecca's Services)	District Funded
\$7,200 Almaden Valley Counseling	Title 1

## Strategy/Activity 6

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

All Students

*Restorative Practices is a great way for students to work through conflict and engage with one another in a positive way, while continuing to focus on the building of community. Teachers will continue to train in Restorative Practices in staff meetings and with our contracted Coach to ensure all students are heard, valued, and accountable to each other in a positive way.*

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Paid for in 2020 through Block Grant

### **Strategy/Activity 7**

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

All Students

*After school programs and opportunities allow students who need additional support after school to get both academic and social experiences that support learning and belonging. Ensuring a safe space where students and families depend on, and appreciate, not only keeps students supported, but also engages in areas that diminish risky behaviors and encourages creativity and quality friendships and relationships through the arts, science, and physical education. Post Covid, engagement and social connections will be even more important, as peer interactions were limited during distance learning. Current classroom time will often focus on academic gaps. After school support for families and students must be prioritized.*

#### **Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Cost included in Goal 1	Title 1



## Goal 6

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

### Identified Need

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

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

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

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	<b>2019-2020</b> 7 Respondents, representing 1.5% of families **Statistically insignificant response	We will increase parent participation by a minimum of 10%, with the following data questions to be over 50% in agreement or strongly agree.
	<b>2020 - 2021</b> 171 Respondents 34% of families	
	93% Agree or Strongly Agree	*School allows input and welcome parents' contributions
	84% Agree or Strongly Agree	*School actively seeks the input of parents before making important decisions

	<p>91% Agree or Strongly Agree</p> <p>93% Agree or Strongly Agree</p>	<p>*Parents feel welcome to participate at the school</p> <p>*Teachers at school communicate with parents</p>
Attendance at Parent Meetings	<p><b>2019-2020</b></p> <p><b>DAC -</b></p> <p><b>H&amp;SC -</b> 90% Anderson Attendance at DO Meetings</p> <p><b>ELAC -</b> 100% Anderson Attendance at DO Meetings</p> <p><b>2019-2020</b></p> <p><b>Home and School Club</b></p> <ul style="list-style-type: none"> <li>- 100% of board attended all meeting</li> <li>- 2.5% of general population joined H&amp;SC meeting</li> </ul> <p><b>School Site Council</b></p> <ul style="list-style-type: none"> <li>- 100% of Parent Reps joined all meetings</li> </ul> <p><b>Principal Meetings</b></p> <ul style="list-style-type: none"> <li>- On-site general participation averaged 3%</li> <li>- Online general participation averaged 9%</li> </ul> <p><b>2020-2021</b></p> <p><b>Home and School Club</b></p> <ul style="list-style-type: none"> <li>- 100% of board attended all meeting</li> <li>- 1% of general population joined H&amp;SC meeting</li> </ul> <p><b>School Site Council</b></p> <ul style="list-style-type: none"> <li>- 100% of Parent Reps</li> </ul>	<p>Current school representatives will attend 80% of the meetings held at the district.</p> <p>Site meetings will be represented by 80% attendance by identified representatives and 10% of general parent population attendance.</p>

	<p>joined all meetings</p> <p><b>Principal Meetings</b></p> <ul style="list-style-type: none"> <li>- Online general participation averaged 15%</li> </ul> <p>DO Meetings (2020-2021)</p> <ul style="list-style-type: none"> <li>- <b>DAC</b> - 90%</li> <li>- <b>H&amp;SC</b> - 90%</li> <li>- <b>ELAC</b> - 90%</li> </ul>	
Parent Square	<p>2019 Fall - 97% of parent contact information is valid</p> <p>2020 Spring -99% of parent contact information is valid</p> <p>2020 Fall - 100% of families are connected on Parent Square</p> <p>2021 Spring - 100% of families are connected on Parent Square</p>	Have 100% of all communication sources accurate and accessed.

## Strategy/Activity 1

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

All Students

### Strategy/Activity

*Provide families information during*

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,140	Title 1

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

All Families

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

All Families

**Strategy/Activity**

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

### Proposed Expenditures for this Strategy/Activity

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

## Budget Summary

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

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$202,982

### Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$167,339

Subtotal of additional federal funds included for this school: \$ 0

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF	\$35,643

Subtotal of state or local funds included for this school: \$52,197.

Total of federal, state, and/or local funds for this school: \$212,086

