

Anthony Elementary

10621666006068

Principal's Name: Katie Navarrette

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
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The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Katie Navarrette	X				
2. Chairperson – Michelle Brown		X			
3. Anna Zamora		X			
4. Secretary - Blanca Reynoso		X			
5. Paraprofessional – Summer Caldera			X		
6. Parent - Yesenia Gonzalez				X	
7. Parent – Rosa Esquivel				X	
8. Parent – Dominique Huerta				X	
9. Parent – Fabiola Garcia				X	
10. Parent – Juanita Hernandez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date: 11/14/23.

Required Signatures

School Name: Anthony Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Katie Navarrette	<i>Katie Navarrette</i>	4/10/24
SSC Chairperson	Michelle Brown	<i>Michelle S Brown</i>	4/10/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$52,650 *
7090	LCFF Supplemental & Concentration	\$163,829
7091	LCFF for English Learners	\$39,744

TOTAL 2024/25 ON-SITE ALLOCATION

\$256,223

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,560
Remaining Title I funds are at the discretion of the School Site Council	\$51,090
Total Title I Allocation	\$52,650

Anthony Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-50 pts	-57.9 pts	2023-2024	-40 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-90.2 pts	2023-2024	-75.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	46 %	40.8 %	2023-2024	46 %
SBAC Math - Average distance from standard	✓	-59 pts	-70 pts	2023-2024	-55 pts
SBAC Math - Average distance from standard (English Learner)	✓		-99.7 pts	2023-2024	-84.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	46 %	44.4 %	2023-2024	50 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

PLC groups focused on internally developed CFAs and executed them regularly. RTI structures are supporting Tier II and Tier III interventions in ELA and Math with the support of Teaching Fellows and Literacy volunteers. K-2 foundational literacy teacher efficacy is improving with the use of OG, LETRS and Guided Reading.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Focus of RTI work surrounded foundational reading skills and did not provide enough integrated language support for lower level EL students. Additional support in Kinder classrooms through instructional aides was limited, leading to reduced frequency of small group instruction in foundational reading skills.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The intended design of RTI for Intermediate grades was modified during the school year based on classroom teacher data analysis and implementation. Actual implementation shifted to push-in support for small groups.

The intended design of RTI for intermediate grades was modified during the school year based on classroom teacher data analysis and implementation. Actual implementation shifted to provide support for small groups.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 24/25 school year, interventions supports for K-4 will continue as previously designed to support foundational skills in reading with the continuation of Tier I/II students being provided extension opportunities, while Tier III students receive targeted academic support from their classroom teacher. For intermediate grades, Tier III academic support will be adjusted to support identified disproportionate student groups and those of highest need (EL, SWD, SES).

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Attendance focus to ensure students arrive on time and ready to learn. Improving attendance will result in increased learning time.

Continue intervention support for Tier III students and other identified student groups.

2 ELAC:

Attendance focus to ensure students arrive on time and ready to learn. Improving attendance will result in increased learning time.

Continue intervention support for Tier III students and other identified student groups.

Focus on redesignation at younger grade levels to minimize LTELs matriculating to middle school.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Targeted support for EL Newcomers and other Tier III targeted groups to provide support to students with highest need.

Attendance focus to ensure students arrive on time and ready to learn. Improving attendance will result in increased learning time.

Action 1

Title: Reading by 3rd Grade

Action Details:

By the end of the 2024-2025 school year, there will be a 10% increase in students meeting gradelevel benchmarks for reading in grades K-3 based on iReady scores, while Dibels and Guided Reading progress will be actively monitored. In order to assure that students are reading by 3rd grade, teachers will use the guaranteed and viable curriculum to provide instruction in foundational literacy skills and complex text, talk and tasks aligned to grade level standards. In addition, teachers will provide small group guided reading instruction to provide differentiated instruction to students at their assessed levels. A literacy program based on the Science of Reading will be utilized, which program components may include, but are not limited to:

- LETRS Instructional Design
- Dibels
- Orton Gillingham
- Haggarty
- Guided Reading with Running Records

Grade level PLCs will work together to analyze progress monitoring tools to determine grouping and instructional moves for classroom small group reading instruction and RTI. Students not meeting growth targets at given intervals will be identified for small group instruction, with targeted skill development and progress monitoring. Early Learning standards assessments and benchmarks will be monitored to ensure early learning readiness for Kindergarten.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Kinder FSA progression
- High Frequency Word attainment
- Guided Reading progress (BAS Scores)
- Reading iReady Diagnostic progress
- 3rd grade early exposure to CAASPP interface and tools
- Progress Monitoring every 6 weeks for site Response to Intervention groups
- Grade level common CFUs/CFAs
- Goal-setting conferences with students
- FSA and DRDP Early Learning Assessments

Owner(s):

- Kinder Teachers
- K-1 Teachers
- K-2 Teachers
- K-3 Teachers
- 3rd grade teachers
- RTI and Classroom Teachers
- Classroom Teachers
- Classroom Teachers
- TK and PK teachers

Timeline:

- Twice a year
- Quarterly
- Quarterly
- Three times a year (D1, D2, D3)
- Quarterly F/IABs using CERS
- Every 6 weeks
- As appropriate
- As appropriate
- As defined in district assessment calendar

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All K-3 students will receive grade level standards-based instruction using the guaranteed and viable curriculum with focus on rigorous questions and tasks
- All Kinder-3rd grade students will participate in intervention/small group reading instruction 30 min/day, 4 days/week, including Special Education and English Learner students
- (Sept 2024-May 2025). Intervention will be provided by classroom teachers, Teaching Fellows, and Special Education staff.
- Beginning in September 2024, all Kinder students will participate in Foundational Skill lessons 30 min/day, 4 days per week. Intervention will be provided by classroom teachers, Kinder Instructional Assistant, Teaching Fellows and Special Education Staff.
- 1st grade students beginning the 2024-25 school year at iREADY Kinder or below and/or EOY Kinder Goals in Dibels, will receive additional Foundational Skill instruction for 30 min during another block of time within the school day.
- All Kinder-3rd grade students will receive small group leveled reading instruction beginning September 2024, including Special Education and English Learner Students.
- Volunteers will work with students on literacy skills such as sight words and letter sounds during literacy center time within the classroom, (Literacy Mentors, ENP).
- Integrated and Designated ELD will be provided to EL students at their appropriate level in class with the potential of additional support through Tier III intervention.
- K-2 teachers will receive professional learning on how to implement and provide instruction using LETRS, Dibels and guided reading with running records.
- Additional support will be provided with the help of Literacy Mentors and other groups/organizations to support literacy and language acquisition.
- Graphics materials will be purchased to support instruction for reading, kinder -3 grade.
- Supplemental contracts will be provided for certificated and classified staff to support with foundational skills.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA and Math.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The EL subgroup is the only group performing in Red at this time.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing targeted EL support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Acquisition, ELA and Math.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing targeted EL support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Acquisition, ELA and Math.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Teachers will utilize best practices in support of academic language acquisition
- Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of GVC to provide ELD instruction including appropriate interventions based on specific English language proficiency levels that support all English learners Newcomers (less than 2-3 Years), Long-term English learners, and At-Risk English learners.
- All subgroups will have access to instruction in foundational skills, small group reading instruction and Intervention.
- Quarterly monitoring of RFEP students
- Teachers will know names and ELD levels of all EL students in their classroom and meet with students for goal setting.
- Teachers to provide ELD instruction for 30 minutes a day.
- PL content will include developing capacity in teaching and learning in support of our EL students.
- Site and Region PL on SBAC targets and question stems.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by see to the left.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by see to the left.

4. As a site: What are planned actions to support this student group?

See to the left.

Action 2

Title: English Language Arts Program for K-6th Grade Students

[Action Details:](#)

By the end of the 2024-2025 school year, there will be a 10% increase in students scoring at grade level based on iReady and CAASPP F/IAB for students in grades 3-6. This ELA work will expand from the efforts outlined in Action #1 to increase complexity of text, comprehension and writing skills. Utilizing the PLC + process, grade level and problem of practice teams will identify common misconceptions, strategically design instruction around the essential standards and monitor progress towards learning targets on a daily/weekly basis. Appropriate Tier II and Tier III intervention to be provided by the classroom teacher or support staff to targeted student groups.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Classroom observations and feedback using agreed upon high impact strategies, a focus on Problem of Practice teams, utilizing equity framework with appropriate coaching cycles and feedback.
- CFA given at least every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
- Common summative assessments and 3rd-6th grade FIABs/IABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
- iREADY Diagnostic (D1, D2, D3)
- Tier II/III intervention group monitored using Dibels, BAS every 4/6 weeks

Owner(s):

- Admin, TSA, Coach
- Teachers
- Teachers
- Teachers
- Intervention Team

Timeline:

- Weekly
- Monthly
- bi-monthly
- three times a year
- monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All students will participate in a minimum of 120 minutes per day of Language Arts instruction using the guaranteed and viable curriculum, cycles of learning that include identification of essential standards, learning targets, common formative assessments and complex text, talk and tasks including both process writing and daily writing.
- EL students will receive integrated and designated ELD instruction.
- Students at risk of not mastering essential standards will receive direct support in small group instruction by the classroom teacher.
- Students will participate in small group instruction providing RTI or extension experiences to further accelerate language arts instruction.
- Intervention team will support class instruction and intervention. TSA will provide training and support on RTI lessons and collaborate with grade level teachers on identifying students who should be included in targeted support groups.
- Materials and supplies, including technology, baseline, targeted support and co-curricular, will be purchased to support instruction.
- Teachers will share assessment data with students during goal-setting conferences after benchmark assessments to set growth and stretch growth goals.
- Teachers will conduct EL Reclassification Goal-setting conferences with EL students.
- PL content will include developing capacity in teaching and learning in support of our EL students and other identified student groups.
- Supplemental contracts and sub time to provide supports.
- Guided Reading books and other expository text will be purchased.
- Professional learning will be provided on guided reading, LETRS, OG, Dibels, Haggarty for teachers at appropriate grade levels.
- Subs will be provided for teacher quarterly planning for ELA instruction, SST and IEPs.
- Teaching Fellows will support with RTI for Reading Intervention..
- Sub admin will be provided for Principal and VP to attend professional learning to support instruction.
- Supplemental contracts will be provided for certificated and classified staff to provide additional reading support.
- Food and outside vendors will be purchased to support student engagement and rewards of student achievement.
- Direct maintenance of technology will be provided to support student instruction in ELA
- Materials from Graphics will be purchased to support with instruction.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing targeted EL Support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Development, ELA and Math.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The EL student group is the only group performing in Red at this time.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by see to the left.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by see to the left.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing providing targeted EL Support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be hired and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Development, ELA and Math.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Teachers will utilize best practices in support of academic language acquisition.
- Professional learning will be provided to deepen understanding of ELA/ELD standards and use of GVC to provide ELD instruction including appropriate instructional design and interventions based on specific English Language proficiency levels that support all English Learners, Newcomers, Long-term English learners and at-risk English learners.
- All subgroups will have access to instruction in foundational skills, small group reading instruction and intervention.
- Quarterly monitoring of RFEP students
- Teachers will know names and ELD levels of all EL students in their classroom and meet with students for goal setting
- Teachers to provide ELD instruction for 30 minutes a day
- PL content will include developing capacity in teaching and learning in support of our EL students
- Site and Region PL on SBAC targets and question stems
- Teachers will desegregate data on CFA, IAB, and iREADY, BAS, and Dibels for EL students and students in identified sub-groups

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

See to the left.

Action 3

Title: Mathematics Program for K-6th Grades

[Action Details:](#)

By the end of the 2024-2025 school year, there will be a 10% increase in students achieving growth at their appropriate grade level based on iReady and CAASPP F/IAB. Utilizing the PLC + process, grade level and problem of practice teams will identify common misconceptions, strategically design instruction around the essential standards and monitor progress towards learning targets on a daily/weekly basis. The eight Math Practices will be incorporated in Tier I instruction to support conceptual understanding, procedural practice and the explanation of results in Mathematics. Appropriate Tier II and Tier III intervention to be provided by the classroom teacher or support staff to targeted student groups. Early Learning standards assessments and benchmarks will be monitored to ensure early learning readiness for Kindergarten.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All grade levels will use the iReady diagnostic at the beginning, middle and 3rd/ quarter of the school year to set and revise learning targets/goals for students.
- Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
- PLC Common formative assessments K-6.
- Common summative assessments or IAB/FIABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
- FSA and DRDP Early Learning Assessments

Owner(s):

- Teachers
- Teachers
- Teachers
- Teachers / Admin
- TK and PS

Timeline:

- 3 times a year
- bi-weekly
- monthly
- aligned with instructional sequence
- as defined on district assessment calendar

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All students will participate in a minimum of 90 minutes of Mathematics instruction daily that includes concept building, application and integration of Mathematical Practices using grade level standards and the guaranteed and viable curriculum.
- Teachers will utilize best practices in math instructional design and problem selection to accelerate math conceptual understanding and procedural process. Teachers will engage students in application based problems where students extend and explain their thinking using the mathematical practices.
- PL to support teacher clarity, explicit learning targets, and success criteria in math instruction will be delivered and supported by Admin and Academic Coach
- Teachers will utilize math performance tasks to prepare students for the rigor of the math SBAC and to enable students to be able to explain and justify their thinking in writing when they solve word problems.
- Tier II and Tier III students in will receive intensive small group math instruction in the classroom. Teachers will monitor student progress in 6 week intervals to quantify student growth towards their learning targets.
- Teachers will share assessment data with students and set goals during student goal-setting conferences.
- Teaching Fellows will support with RTI for math intervention.
- Sub admin will be provided for Principal and Vice Principal to attend PL to support instruction
- Subs will be provided for math quarterly planning, SST, and IEP meetings.
- Supplemental contracts for certificated and classified supports will be provided for additional math supports.
- Materials and supplies, including food, outside vendors, classroom supplies will be purchased to support student engagement and rewards of student achievement.
- Direct maintenance of technology will be provided to support student instruction in ELA
- Materials from Graphics will be purchased to support with instruction in mathematics.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Mathematics.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing targeted EL support in addition to integrated ELD in the area of Mathematics during Tier I instruction. Training and support with integrated ELD through the mathematical practices and the use of the four language domains to be provided to teachers and support staff.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by With Title I funds we plan to support English learner students by providing targeted EL support in addition to integrated ELD in the area of Mathematics during Tier I instruction. Training and support with integrated ELD through the mathematical practices and the use of the four language domains to be provided to teachers and support staff.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The EL student population is performing at the lowest level in areas of mathematics.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students - see to the left

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by- see to the left

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

See to the left.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse and Mathematical Practices
2. Use of Math manipulatives, visual support and opportunities for group and partner interaction
3. Quarterly monitoring of RFEP students
4. Teachers will know who their EL students are and their current ELD level

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Also G1 A2, G1 A3	500.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A2, G1A3	51,090.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs - SST, IEPs, CCT, Planning G1 A1, G1A3, G3A1	16,722.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: DIBELS (Amplify) - 75 site licenses.	750.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A1, G1A2, G1A3	25,499.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : External Vendors for student events: Also Goal 1, A3	3,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin G1 A3	1,792.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Extra Support Also G1 A1, G1 A2	7,878.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance Also G1A2	5,000.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A1, G1A2	39,744.00

\$151,975.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	97 %	87.6 %	2023-2024	93 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

All students were provided the opportunity to attend various cocurricular activities, including college trips, performing arts experiences, and college and career readiness events.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Younger students are provided with more exposure to arts programs and most activities are presented as 'fun' while older students engage with fewer performance/art experiences.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Budget expenditures were minimal in this area for the first semester. Expenditures increased to provide materials as programs were initiated and expanded. Student access to meaningful work and athletics was limited due to access to coaches and support providers. As these issues were rectified, student access increased but hasn't reached its full capacity at this time.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

All cocurricular activities, whether art, performance, athletic or CCR experiences should include an explanation of relevance and connection that is explicit to the learning objective. By making the student events and activities connected to real-world experience explicit, we will increase relevance and exposure to the world outside of their immediate area.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Provide explicit connection between activities and purpose to improve connection to the metric.

Provide information to parents regarding the purpose of each activity and follow-up questions, information or resources to expand at-home knowledge.

2 ELAC:

Provide information to parents regarding the purpose of each activity and follow-up questions, information or resources to expand at-home knowledge in all applicable languages.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Field trips and CCR activities to be scheduled throughout the year and to include explicit activities to correlate to intended outcome.

Action 1

Title: Exposure to Careers

[Action Details:](#)

In order to ensure that all students will develop character and competencies for workplace success, students will have the opportunity to participate in at least one field trip or on-site experience that exposes them to colleges and careers. Direct, explicit instruction around these trips will be conducted in the classroom to increase relevance for students. In addition, students in all grade levels will participate in classroom activities and class meetings to develop self-efficacy and growth mindset as well as be eligible to participate in the Meaningful Work program to expand character development and workplace skills.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monitor participation rate of students attending activities

Measure growth on Student Survey for Student Engagement and Student Centered Real World Experiences.

Monitor participation for site Meaningful Work program

Owner(s):

Classroom teachers

Vice principal

Tier 2 Specialist, VP

Timeline:

Quarterly

Twice a year

Monthly

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

1. All students will be invited to participate in field trips and activities related to careers
2. All students participate in Hero Day where community members share their occupation and read to students
3. All student participate in Read Across America Leaders as Readers where Leaders in the community share their occupation and read to students
4. Leadership Clubs-Student Advisory Committee, Girl Power, Rise, and Young Men of Character
5. All students will be encouraged to participate in the Meaningful Work Program.
6. Materials and supplies, including food, technology, uniforms, etc. will be purchased to support with student engagement activities and rewards.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by increased staff and technological experiences and support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by increased staff and technological experiences and support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All EL students will be invited to participate in field trips and activities related to careers
- All EL students will participate in the Meaningful Work Program.
- EL students will be provided with leadership opportunities in Student Advisory Group, Young Men of Character, Girl Power and other mentorship opportunities.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The students with disabilities student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by increased staff and technological experiences and support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by increased staff and technological experiences and support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students with disabilities involvement will be increased by building relationships with community members.
- Students with disabilities will be provided with leadership opportunities by participating in Student Advisory Group, Young Men of Character, Girl Power and other mentorship opportunities.
- Students with disabilities will be provided with opportunities to participate in the Meaningful Work program.

Action 2

Title: Cocurricular Activities

[Action Details:](#)

Arts, activities and athletics will be offered to all students, including our Students with Exceptional Needs. Site-based music will be offered for Kinder-3rd grade. 4th grade recorders, and choir, strings and band will be available for 5th and 6th graders. Clubs, including cultural-based dancing and activities, will be offered to interested students. At least two sports teams will be offered each quarter, one boys and one girls team, for students to engage as student-athletes. All cocurricular activities will have an aspect of citizenship, academic progress and behavior included in order to teach students teamwork and community building skills. When feasible, the site will engage outside agencies for community athletics programs and other activities which will be supported via communication and advertising to families.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Student rosters

Power BI data

Atlas Portal

[Owner\(s\):](#)

Principal, Vice Principal

Vice Principal

Vice Principal

[Timeline:](#)

Quarterly

Quarterly

Quarterly

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

1. All students will have the opportunity to participate in a variety of cocurricular activities

2. All TK- 6th grade students will have the opportunity to go on at least 1 fieldtrip
3. All K-4th grade students will participated in site-based music instruction and interested students grades 4-6 will have the opportunity to participate in choir
4. 5th and 6th grade students will have the opportunity to participate in band or strings
5. Depending on the sport, all 3rd - 6th grade students have the opportunity to participate in organized athletics.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by increasing staff and technological experiences and support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by increasing staff and technological experiences and support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

All EL students will be invited to participate in cocurricular activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with disabilities population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support students with disabilities by increasing staff and technological experiences and support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support students with disabilities by increasing staff and technological experiences and support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students with disabilities involvement will be increased by building relationships with community members and organizations.
- Increase opportunities to engage in Special Olympics and United sports events.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Also G1 A2, G1 A3, G3 A1	7,356.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Also G1 A32, G1 A3, G2 A1,G3 A1, G4 A1, G5 A1	80,050.00

\$87,406.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		39.7 %	2023-2024	29 %
Suspension Rate - Semester 1	✓	1.19 %	3.1 %	2023-2024	2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Daily student greetings and deliberate connectedness efforts, including teacher calls home and morning greeting structures by support staff have helped previously identified student groups close gap on attendance and suspensions.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Suspension rates for students who qualify for low socio-economic status have an increase in both chronic absenteeism and suspensions. In addition, students with disabilities are disproportionate in the area of chronic absenteeism. Factors attributing to these issues include transportation, medical care and change in support structures both at school and at home.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

For the 23/24 school year, the TST process was not utilized due to lack of support staff. Attendance groups and other support structures, like home visits and attendance parent meetings, were delayed in starting or did not occur. The miniDessa and other data sources were not utilized to target students in need of additional supports during the year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For the 24/25 school year, the Climate and Culture Team will spearhead the site-wide climate work including site-wide expectations, supervision assignments and expectations, and positive reinforcement structures to support students making positive choices. The SST and TST process will be clearly delineated and follow a regularly scheduled program to identify students in need of support, conducting the proper referrals, engagement in various support programs and active progress monitoring. There is a need to identify additional support providers for situations when in-depth clinical or environmental needs occur for students and families.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</p> <p>Support structures- like the shuttle and regular intervention groups are desired.</p> <p>Addition of support service providers (ex Social Worker, Psych support, All 4 Youth expansion) is desired.</p>	<p>2 ELAC:</p> <p>Additional bilingual providers for students and families.</p>	<p>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</p> <p>Need for cultural understanding for our Southeast Asian populations</p> <p>Intervention groups and SEL support are necessary.</p>
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Action 1

Title: Social/Emotional Supports

Action Details:

The school will implement a schoolwide focus on improved student attendance and reducing suspensions. In addition, there will be a school wide focus on providing students social emotional support through our Targeted Support Team. The TST Team consisting of the school psychologist, Tier 2 Intervention Specialist, TSA, HSL, and administrators will meet monthly to review data from Power BI and the SEL screener (Mini DESSA) to ensure that students are provided the necessary supports and resources to meet their varied SEL needs. The Tier 2 Intervention Specialist and other support staff will meet with identified students via groups on individual sessions to teach a variety of skill to support SEL development and regulation. Student progress will be reviewed in monthly TST meetings and students that are not progressing will be referred to additional supports. In addition, the HSL will meet with students to increase positive behavior and connectedness to school. All teachers and support staff will continue to implement Morning Meetings and site wide CHAMPs expectations increase student connectedness to staff, provide social emotional supports to students, and to decrease chronic absenteeism rate and school wide misbehaviors. HSL will monitor attendance and work with families to determine needs and supports for improved attendance, and will hold weekly attendance meetings with students to engage students and increase attendance. Certificated and classified staff training to be conducted by CCT and CCS to reinforce positive behavioral expectations and interventions for students.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

- Daily attendance monitoring of at-risk students
- Daily attendance tracking to identify patterns and early interventions
- TST process to monitor Atlas and Power BI data for behavior and attendance
- Morning meeting / Second Step implementation

- OA, HSL
- HSL, OA, Tier II
- Tier II, Admin
- CCS, CCT, Admin

- Daily
- Daily
- Monthly
- Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

TST Team to conduct monthly meetings to identify at-risk students for behavior and/or attendance to provide early intervention and support.

K-6 students who are at risk due to lack of connectedness to school will participate in our Meaningful Work program.

CCT to identify and support implementation of best practices for school connectedness.

Support staff will support positive behaviors through social skills, anger management and conflict resolution groups, classroom support for positive behavior, positive skill building with individual students. In addition they will work with staff to identify, understand and respond to childhood trauma.

Tier 2 Intervention Specialist will support students with Tier 2 interventions and supports including providing access to alternative locations during unstructured times.

Subs will be provided for quarterly CCT planning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by increasing staff and technological experiences and support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support EL students by increasing staff and technological experiences and support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

The Tier 2 Intervention Specialist and Home School Liaison will assist with communication with parents of EL students regarding attendance, academic progress and behavior during Truancy Conferences, Student Success Team Meetings and conferences with teachers and administrators. The Tier 2 Intervention Specialist and HSL will also provide positive incentives for EL students who show improvement in attendance, academic progress and behavior.

HSL will assure that EL students are participating in the Meaningful Work Program and other mentoring programs. HSL will also assist with communication with parents of EL students who are Spanish speaking so that parents receive information about student academic progress or behavior concerns.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Students with disabilities and low socio-economic by increasing staff and technological experiences and support.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support Students with disabilities and low socio-economic by increasing staff and technological experiences and support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Students in SDC and Autism classrooms will participate in Morning Meetings, recess, lunch and lunch recess, PE, music, field trips, and art with their peers in general education. The RIM and admin will create opportunities in the daily schedule for Autism and SDC students to participate in the general education classroom with their peers increasing the number of minutes in the least restrictive environment.

The Tier 2 Intervention Specialist and Home School Liaison will assist with communication with parents of SWD and low SES students regarding attendance, academic progress and behavior during Truancy Conferences, Student Success Team Meetings and conferences with teachers and administrators. The Tier 2 Intervention Specialist and HSL will also provide positive incentives for SWD and low SES students who show improvement in attendance, academic progress and behavior.

HSL and Tier II will assure that SWD and low SES students are participating in the Meaningful Work Program and other mentoring programs. HSL will also assist with communication with parents of EL students who are Spanish speaking so that parents receive information about student academic progress or behavior concerns.

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	99.2 %	98.6 %	2023-2024	99.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Support staff availability and resources limited the ability of the site to conduct several of the PL sessions as described.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Special Education staff, both Teachers and Paraprofessionals, are limited in number resulting in difficulty in hiring.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Cultural proficiency and trauma informed practices did not occur in a site-based setting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

PL efforts will be focused around identified problems of practice to build community and increase teacher efficacy and to support students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Better understanding of trauma responses and interventions.

Better understanding of trauma responses and interventions.

PL offered on an as requested basis.

Examining alternative methods of dealing with student behaviors.

Action 1

Title: Increase Special Education Certification and diverse staff.

Action Details:

Anthony Elementary will retain and increase highly qualified staff to reflect the diversity of the students and our community.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- PL Needs Assessment
- Quarterly feedback survey
- Staff Climate and Culture Survey

Owner(s):

- Admin and ILT
- Admin and CCT
- Admin and CCT

Timeline:

- Quarterly
- Quarterly
- Fall and Spring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

School Psych and the Tier 2 Specialist will provide professional learning on supporting students with the social emotional supports.

All new staff members will receive On Boarding support and a staff mentor.

Needs assessment given to staff at the beginning of the year. Lead Teachers will review survey and plan professional learning opportunities.

Lead Teachers, CCT and admin will review data from the Staff Climate and Culture Survey. Based on survey data plans will be implemented to build the capacity of the staff.

Materials and supplies, including food and technology will be purchased for PLs and staff engagement.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Professional Learning will be provided to deepen understanding of social emotional supports needed for EL students.

PL content will include developing capacity in teaching and learning in support of our EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Professional learning will be provided to deepen understanding of the social emotional needs of our Students with disabilities and those who qualify as low socio-economic.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Food for staff, student, and parent engagement Also G1 A1, G1 A2, G2 A1, G4 A1, G5 A1	12,000.00

\$12,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	98.14 %	90.7 %	2023-2024	93 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Awards ceremonies and other events occurred regularly and well attended. Coffee hours were delayed in starting due to support staff shortage but once started were well attended by a core group of parents.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Families of students with disabilities have a difficult time attending events due to transportation and change of pattern for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Monthly movie night was added to family engagement opportunities to expand the frequency of positive interactions between school, staff and families.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Biweekly parent engagement opportunities will occur with a publicized calendar of events.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Solicit feedback on days, times and content for sessions.

Support parents who are confronted with cultural-based obstacles.

Focus on importance of student attendance and how to support student learning.

Action 1

Title: Increase Inclusive Opportunities for Family Engagement

Action Details:

Anthony will increase inclusive opportunities for families to engage in their students' education.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Parent Square and other digital engagement tracking
- Event attendance tracking
- Event feedback surveys

Owner(s):

- Admin, teachers, support staff
- Admin and support staff
- Admin, CCT, SSC and support staff

Timeline:

- monthly
- monthly
- quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Welcome back calls from teachers to families at the beginning of the year
- Regular positive communication with families regarding student events and opportunities
- Parent Conferences
- Cocurricular activity communication for families
- Family Engagement Hour held biweekly with a published schedule
- School Site Council and ELAC recruitment and support
- Quarterly Awards Assemblies will be planned with specific invites to students families.
- Support to families by HSL
- Support to families with translation and babysitting
- Materials and supplies, including food, technology, meeting supplies (charts, papers, markers, etc.) will be purchased to support parent meetings, such as SSC, ELAC, and Family Engagement meeting.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Parent involvement in ELAC Committee and School Site Council to collaborate on student supports.

Parent University to collaborate with HSL and parents to provide supports and routines for EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Parent University to support HSL and parents/guardians of English Language Learners and low socio-economic students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies- Parent Participation *No Food, No Incentives*	1,560.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting	3,282.00

\$4,842.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0015 Anthony Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics Also G1 A2, G1 A3	500.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A2, G1A3	51,090.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs - SST, IEPs, CCT, Planning G1 A1, G1A3, G3A1	16,722.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: DIBELS (Amplify) - 75 site licenses.	750.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A1, G1A2, G1A3	25,499.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : External Vendors for student events: Also Goal 1, A3	3,000.00
G1A2	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Sub Admin G1 A3	1,792.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Extra Support Also G1 A1, G1 A2	7,878.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance Also G1A2	5,000.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Also G1A1, G1A2	39,744.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Also G1 A2, G1 A3, G3 A1	7,356.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Also G1 A32, G1 A3, G2 A1,G3 A1, G4 A1, G5 A1	80,050.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food for staff, student, and parent engagement Also G1 A1, G1 A2, G2 A1, G4 A1, G5 A1	12,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies- Parent Participation *No Food, No Incentives*	1,560.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting	3,282.00

\$256,223.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,650.00
Sup & Conc	7090	\$163,829.00
LCFF: EL	7091	\$39,744.00
Grand Total		\$256,223.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$151,975.00
G2 - Expand student-centered and real-world learning experiences	\$87,406.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$12,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,842.00
Grand Total	\$256,223.00