

Anthony Elementary

10621666111231

Principal's Name: Victoria Maglieri

Principal's Signature: 
Victoria Maglieri (Apr 28, 2023 14:26 PDT)

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Victoria Maglieri	X				
2. Chairperson – Tiara Munoz				X	
3. Maricela Nava				X	
4. Juana Meza				X	
5. Benita Vasquez				X	
6. George Munoz				X	
7. Juana Aguilar		X			
8. Anna Zamora		X			
9. Paul Hayer			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date 3/22/23.

Required Signatures

School Name:			
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	Victoria Maglieri	 Victoria Maglieri (Apr 28, 2023 14:26 PDT)	Apr 28, 2023
SSC Chairperson	Tiara Munoz		May 1, 2023

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 2023/24

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$54,405 *
7090	LCFF Supplemental & Concentration	\$174,723
7091	LCFF for English Learners	\$36,720
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$17,097</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$282,945

* 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	\$1,612
Remaining Title I funds are at the discretion of the School Site Council	<u>\$52,793</u>
Total Title I Allocation	\$54,405

Anthony Elementary 2023-2024 - 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
i-Ready ELAD2 proficiency - percentage of students on/above		35.53 %	35.19 %	2022-2023	46 %
i-Ready Math D2 proficiency - percentage of students on/above		22.4 %	28.15 %	2022-2023	38 %
SBAC ELA - Average distance from standard	✓		-60 pts	2021-2022	-50 pts
SBAC ELA - percentage of students met/exceeded standard	✓		36.02 %	2021-2022	46 %
SBAC Math - Average distance from standard	✓		-69 pts	2021-2022	-59 pts
SBAC Math - percentage of students met/exceeded standard	✓		35.64 %	2021-2022	46 %

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.

Actions currently working at Anthony are schoolwide Tier 1 instruction aligned to CCSS essential standards and SBAC Targets, grade level common formative assessment that are calendared and analyzed for next steps of instruction, 1x1 technology support for all students, RTI intensive reading instruction for all K-6 students during our Academic Recovery Block, after school tutoring for EL students, and small group instruction for SPED and at risk students who require additional targeted support. Teachers received instructional support through job embedded PL from site based TSA. Students in grades K-6 that are two or more grade levels below reading on iReady received Tier 3 support in intensive reading instruction during Academic Recovery block. 114 Tier 2 and 3 students made growth in Reading. 77 Tier 3 students made at least one year growth. Tier 1 students increased by 11%. Tier 2 students increased from 25% to 37%.

2

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

Many of our students have high social emotional needs. Our staff attends professional learning on trauma informed practices. We utilize Tier 2 and 3 supports to be able to provide social emotional supports and skills to students. Our TST team focus is SEL supports.

African-American student support was provided with Parent University and the African American Attendance Action Team and will be continued for the 23-24 school year. Students receive extra support during the Academic Recovery Block.

Students in special education were included in inclusive opportunities. RIM and SPED teachers aligned goals with inclusion in CORE subjects to provide students access to grade level standards in a GE setting with GE peers.

Teachers administer CFAs in grades K-6 for both Math and ELA. Teachers in grades 3-6 plan quarterly essential learning in alignment with SBAC targets. 3rd-6th grade teachers also administer FIABs and IABs

and create comprehension questions aligned to SBAC targets (DOK 2,3) utilized in ELA instruction.

ELA: SBAC 21-22 Meeting/Exceeding Standard-36.02% 22-23 iReady D2 35.1%

African American Students- ELA: SBAC 21-22 Meeting/Exceeding Standard-33.3% 22-23 iReady D2 25.9% Our African American students grew 12.9% on the iReady D1 to D2. 37% of our African American students are two or more grade level below on iReady D2.

Students with Disabilities. ELA: SBAC 21-22 Meeting/Exceeding Standard 6.9% 22-23 iReady D2 6.1% Our Students with Disabilities grew 4.6% from iReady D1 to D2. Growth was also monitored by teacher made, GoMath, Wonderworks assessments as well as informal CFU's and exit tickets.

EL Students. ELA: SBAC 21-22 Meeting/Exceeding Standard 13.6% 22-23 iReady D2 20%

Math SBAC 21-22 Meeting/Exceeding Standard-35.7% 22-23 iReady D2 28.2%

African American Students- 21-22 Math SBAC Meeting/Exceeding Standard 30.8% 22-23 iReady D2 29.6% Our African American students grew 29.6% from iReady D1.

Students with Disabilities. Math: SBAC 21-22 Meeting/Exceeding Standard 12% 22-23 iReady D2 6.2% Our Students with Disabilities grew 1.5% from iReady D1 to D2.

EL Students. Math SBAC 21-22 Meeting/Exceeding Standard 18.6% 22-23 iReady D2 18.8% Our EL students grew 18.8% from iReady D1 to D2.

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).

In the Academic Recovery Block, teachers utilized resources to plan lessons using the iReady Tool Box, Wonders Tier 2 Resources, Orton Gillingham phonics and decoding lessons, and small group direct instruction on decoding, vocabulary and comprehension of text. iReady diagnostic provides additional data that allowed teachers to diagnose and prescribe instruction that targeted students that are two or more grade levels below in ELA. Due to the focus of targeting students that are 2 or more grade levels below while providing students instruction at grade level, professional learning, planning time for instruction, Teaching Fellows support, and the need to progress monitor student learning was included in the budget. Due to this program and the program tools, shifts were made to include budget changes to support the costs of subs for planning days and peer observation. Academic Recovery data and targeted supports were monitored by the TSA. TSA monitored student data every 8 weeks to determine growth and shared data with TST team and during SSTs. 114 Tier 2 and 3 students made growth in Reading. 77 Tier 3 students made at least one year growth. Tier 1 students increased by 11%. Tier 2 students increased from 25% to 37%. After school tutoring was provided with the support of the After School program tutors for Tier 3 Kinder students from 1:35-2:35 4 days a week. The grouping for this additional support was fluid where students exited as they met their goals and other Kinder students were invited to attend the intervention. These Kinder students received support in letter sounds and recognition, High Frequency words, Blending and writing. 27% of Kinder students were exited due to proficiency and letter/sound and sight word recognition. 27% of Kinder students participating in this after school intervention went from Emergent K to Early K from iReady D1 to D2. 80% of the participating Kinder students had a scale score growth from iReady D1 to D2.

We also began our Math intervention for grades 3rd-5th with our Academic Coach and MLD for our 4th and 5th grade classrooms. Four Teaching Fellows along with the Academic Coach support Math RTI Monday-Thursday for 30 minutes which consisted of Tier 3 students in grades 3rd-5th working in small groups to provide conceptual understanding of math concepts. Grouping in Math RTI is fluid and students are monitored and moved every 3 weeks based on data. Math RTI focused on conceptual understanding in each grade level by using visuals and manipulatives. Third graders are taught how to draw and build two-digit and three-digit numbers using base 10 blocks making the concept concrete and easy to visualize the process of regrouping hundreds, tens, and ones. Fourth graders are taught how to add, subtract, multiply, and divide multi-digit numbers conceptually by drawing and building multi-digit numbers with base 10 blocks. In addition, they are taught how to use arrays and area models to multiply and divide multi-digit numbers, visually. Fifth graders are taught how to add, subtract, multiply, and divide decimal numbers using visual models such as area models and shading in decimal models. A total of 53 students participated in Math RTI. 46 students in Math RTI made growth on iReady D2 and 12 students moved out of Tier 2 status and out of Math RTI.

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 2023/24 SPSA.

Current evaluation show that all actions will continue at this time. Reassessment will occur before completion of the 2023-24 SPSA. Budget modifications for the 2022-2023 school year will be to not site fund an additional Para for Kinder and not site funded a class size reduction teacher in 1st grade. Continuing the Academic Recovery Block by employing Teaching Fellows to provide instruction to Tier 1 students in the form of literature books and extension activities while teachers continue to provide intensive reading instruction for Tier 2,3 students. Continue professional learning on guided reading for grades K-2 to ensure that students are reading by third grade. Provide professional learning for staff in areas of supporting all students with inclusion and inclusive practices. Provide increased opportunities for EL students to receive designated ELD instruction. Teachers will continue to administer FIABs and IABs and plan instruction focused on utilizing questions stems and tasks from SBAC Targets.

Continue utilizing LCFF funded academic coach as a math TSA to support math RTI. Math TSA will continue to provide teachers and PLCs support with identifying essential focus standards and conceptual understanding of how to provide targeted math instruction. Math TSA will continue to work with Teaching Fellows to provide Tier 3 math supports during grade level scheduled Math RTI. Math TSA will continue to monitor math data and progress monitor student learning in RTI. Focus will continue to be on SBAC tested grade levels and on ensuring that students understand major concepts, have number sense, and understand place value. The 2022-23 IReady math goal is to increase to 35% of students on grade level in math to decrease the number of students that are 2 or more grade level below in math. Math TSA will focus on 5th grade MLD math lessons and will collaborate with the district math coaches on lesson design.

In order for students social and emotional needs to be met, the need for an SEL screener is imperative to identify SEL needs. Staff will continue to be trained on the screener and the TST team will identify and appropriately prescribe student supports.

Identify site based interventions that align to the needs of struggling RFEP students to ensure academic success. Utilize Wonders curriculum that aligns to ELD standards and ELD framework.

Step 4: Educational Partner Involvement. Share the data 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:

We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget

2 ELAC:

We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget

3 Staff:

We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget

Action 1

Title: Reading by 3rd Grade

Action Details:

By the end of the 2023-2024 school year, there will be a 10% increase in students reading by 3rd grade based on iReady and Guided Reading assessments/benchmarks. 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 balanced literacy approach will be implemented to include:

- TK-2nd
 - IPG2A: Challenging Content (Complex Text)
 - IPG2B: Challenging Content (Complex Task)
 - IPG2C: Challenging Content (Foundational Skills)
- 3rd-6th:
 - IPG2A: Challenging Content (Complex Text)
 - IPG2B: Challenging Content (Complex Task)

Grade level PLCs will work together to analyze progress monitoring tools to determine grouping and instructional moves for classroom small group reading instruction. During quarterly benchmark assessments, students not meeting benchmarks will participate in a targeted Response to Intervention program that is in addition to classroom small group reading instruction.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ 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

- K-2 Orton Gillingham Reading Instruction
- Kinder Orton Gillingham Phonics Assessment (given quarterly)
- K-2 Guided Reading:
Guided reading is monitored daily by teacher observations and running records. Tier 3 students are assessed every 6 weeks using Next Step Guided Reading Assessment. Tier 1 and 2 students are assessed using Next Step Guided Reading Assessment three times, at the beginning, mid and end of the year.
- ELA IREADY Diagnostic (D1, D2, D3)
- 3rd-6th SBAC, FIABs, IABs
- Progress Monitoring every 4-6 weeks for site Response to Intervention
- Classroom and PLC Observations/Feedback using IPG, iACHIEVE, Teacher/PLC Feedback
- Student Progress Conferences with Grade Level PLCs and Administrative Team
- Grade level common CFUs/CFAs
- Goal-setting conferences with students
- All African American students will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- All students with disabilities will receive Tier 1 (whole class) and Tier 2 (small flexible grouping) instruction and intervention in their classroom daily with the use of WonderWorks, Read Naturally, iReady Teacher Toolbox, Orton Gillingham, Scholastic, Corrective Reading/Reading Mastery. Wonderworks and teacher made assessments will be used to monitor growth for students with disabilities.
- Adopted supplemental curriculum (WonderWorks, Wonders Tier 2 resources, IReady Toolbox, Orton Gillingham, Scholastic, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.
- PL content will include developing capacity in teaching and learning in support of our African American students as well as our students with disabilities.
- PL opportunities for staff will be provided in supporting the engagement, social emotional, and behavioral needs of African American students..
- Teachers will include 30 minutes of daily ELD instruction utilizing Wonders curriculum.
- SBAC Targets- teachers will attend site PL on embedding SBAC questions stems aligned to SBAC targets in Quarterly Cycles of Learning.

Owner(s):

1. K-2 Teachers, TSA
2. K-Teachers, TSA
3. K-6 Teachers, TSA, Vice Principal
4. K-6 Teachers, TSA, RSP Teacher
5. Principal, Vice Principal
6. K-6 Teachers, Principal, Vice Principal
7. Teachers, Grade Level PLCs
8. 3rd-6th Grade Teachers, PLCs
9. Teachers, students, administrative team (with selected students)
10. Teachers, RTI Team, paraprofessionals, Teaching Fellows.
11. Teachers, RTI Team, paraprofessionals, Teaching Fellows.
12. Administrative Team, TSA, Teachers
13. Administrative Team, TSA, Teachers, PLCs
14. Teachers
15. Admin, TSA, Teachers, PLCs
16. First Grade Teacher
17. K-2 Teachers, TSA

Timeline:

1. Quarterly
2. 1st gr=Oct, K-3 = Dec, K=Mar, K-3=June
3. End of 1st Qu, End of 2nd Qu, End of 3rd Qu (or according to district timeline)
4. Every 6 weeks
5. Weekly
6. After IREADY Diagnostic 1, 2 and end of 3rd Quarter
7. Common CFUs as appropriate, at least 2 CFAs/IABs per quarter in ELA and Math
8. Annually
9. Sept, Jan.
10. Daily
11. Daily
12. Monthly
13. Monthly
14. Daily
15. Monthly
16. Yearly
17. Daily

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

- All K-6 students will receive grade level standards-based instruction using the guaranteed and viable curriculum with focus on rigorous questions and tasks aligned to SBAC questions stems and tasks, complex text, and talk.
- All Kinder-6th grade students will participate in intervention/small group reading instruction 30 min/day, 4 days/week, including Special Education and English Learner students (Sept-May 2024). Intervention will be provided by classroom teachers, Teaching Fellows, and Special Education staff.
- Beginning in September 2023, all Kinder students will participate in Orton Gillingham 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 2023-24 school year at IREADY Kinder or pre Kinder level or below will receive additional Foundational Skill Orton Gillingham instruction for 30 min during another block of time within the school day.
- All Kinder-6th grade students will receive small group leveled reading instruction beginning September 2023, 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 three days a week for 30 minutes a day.
- Tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of during grade level RTI.
- The RIM and admin will create opportunities in the daily schedule for Autism and SDC students to participate in math and ELA instruction (per student's IEP) in the general education classroom with their peers increasing the

- number of minutes in the least restrictive environment.
- K-2 teachers will receive professional learning on how to implement and provide instruction using guided reading.
- Additional support will be provided with the help of Literacy Mentors, ENP, and A4 to support African American students and students with disabilities who are below grade level.

Summary of Tiered Support:

Tier 1 = Teachers will identify EL, Foster Youth, Homeless and Special Education students. Classroom instruction will include engagement strategies and checking for understanding that assures that all disproportionate groups (including African American students and student with disabilities) have increased opportunities to respond to learning.

Tier 2 = Teachers identify students in African American and Students with Disability subgroups. Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The PLC team, along with the TSA, Teaching Fellows, and Special Education staff will provide intervention.

Tier 3 = Those students who are still not showing progress after participation in Tiers 1 and 2 will be referred to the Student Success Team. More intensive intervention will be offered through after school tutoring, a short-term additional intervention block during the school day, RSP non-identified, or referral for additional assessment.

Specify enhanced services for EL students:

1. Teachers will utilize best practices in support of academic language acquisition
2. Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of Wonders curriculum 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.
3. All subgroups will have access to instruction in foundational skills, small group reading instruction and Intervention.
4. Teachers will identify African American students and students with disabilities and progress monitor student interventions based on data: IREADY, fluency, Orton Gillingham Reading Assessment, CFA/IABs.
4. Quarterly monitoring of RFEP students
5. Teachers will know names and ELD levels of all EL students in their classroom and meet with students for goal setting.
6. Teachers to provide ELD instruction for 30 minutes a day using the Wonders Curriculum.
7. PL content will include developing capacity in teaching and learning in support of our EL students.
8. Site and Region PL on SBAC targets and question stems.

Specify enhanced services for low-performing student groups:

- RTI intensive reading instruction
- Small group differentiated reading instruction
- Goal setting conferences
- Small group support with Literacy volunteer
- 1st-6th grade students IREADY supplemental curriculum
- Orton Gillingham Foundational Skill intervention lessons
- Guided Reading lessons in order to differentiate reading instruction
- See direct instructional services for tiered supports to low performing student groups.
- African American students demonstrating a need for additional support in learning grade level content standards will receive instruction in alignment with and in support of their grade level content standards.
- All African American students and students with disabilities will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.

Action 2

Title: Literacy Program for K-6th Grade Students

Action Details:

By the end of the 2023-2024 school year, there will be a 10% increase in students scoring at grade level based on iReady and Guided Reading assessments/benchmarks. The school will implement a comprehensive literacy program and rich balance literacy model for K-6 grades focused on meeting grade level literacy standards using the guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessments (CFAs) with intervention or enrichment and the use of complex talk, guided reading, and text and tasks which include both process writing and daily writing tasks. Grade level common formative assessments will focus on quarterly essential standards and will be analyzed as a grade level after administration to determine misconceptions and next instructional steps.

In addition, teachers will provide small group guided instruction to provide differentiated instruction to students at their assessed levels. A balanced literacy approach will be implemented to include:

- TK-2nd

- IPG2A: Challenging Content (Complex Text)
- IPG2B: Challenging Content (Complex Task)
- IPG2C: Challenging Content (Foundational Skills)
- 3rd-6th:
 - IPG2A: Challenging Content (Complex Text)
 - IPG2B: Challenging Content (Complex Task)

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 Instructional Practice Guide, IREADY, and site feedback form.
- Grade Level PLC observations and feedback
- Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
- Common formative assessments and 3rd-6th grade FIABs/IABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
- IREADY Quarterly Diagnostic
- Tier 3 intervention-Orton Gillingham Phonics Survey and Orton Gillingham Language Survey-Monitored every 4/6 weeks
- PLC Student Progress Conferences
- Student goal-setting conferences
- SBAC
- Wonders Fluency
- IREADY resources
- Monthly SSTs will be held to monitor and support student learning.
- Grade level planning, professional learning, and data chats of SBAC targets aligned to lessons
- Utilization of of substitute teachers for data chats, planning, SST and PL.
- K-2 PL on guided reading.
- Special attention will be given for supports of students groups, African American, Homeless, and Students with Disabilities to provide strong first instruction, specific responses to intervention and to additional supports as needed.

Owner(s):

1. Principal, Vice-Principal
2. Principal, Vice-Principal
3. Grade Level PLCs
4. Kdgn-6th grade teachers and PLCs
5. Kinder-6th grade teachers and PLCs
6. 3rd-6th grade teachers and PLCs, TSA
7. Kdgn-3rd grade teachers and PLCs
8. Kdgn -2nd teachers and PLCs
9. Principal, Vice Principal and grade level PLCs
10. Classroom teacher, student, administrative team for selected students
11. 3rd-6th grade Teachers, PLCs, Student, Administrative Team
12. 1st-6th grade level teachers, TSA
13. 1st-6th grade level teachers, TSA
14. Principal, VP, TSA, School psychologist, TSA, teachers, RSP teacher, subs
15. Principal, VP, teachers, subs
16. Principal, VP, teachers, subs
17. Quarterly

Timeline:

1. Weekly
2. Weekly
3. Every 2-4 weeks or more frequently as determined by PLC
4. Every 6-8 weeks
5. District Assessment calendar
6. Once per quarter, site calendar
7. Beginning of March
8. Once per quarter
9. Nov and Feb
10. Sept and Jan.
11. Annually
12. 4-6 weeks
13. quarterly
14. Monthly
15. Quarterly
16. Monthly
17. Quarterly

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

1. All students will participate in a minimum of 120 minutes per day of Literacy 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.
2. EL students will receive integrated and designated ELD instruction.

3. Students not meeting learning targets will be given additional time and instruction then re-assessed. TSA will collaborate with and support grade level PLCs to ensure that teachers are utilizing instructional strategies that support students in accessing grade level content.
4. Four days per week, all students will participate in 30 minutes of intervention or enrichment using the guaranteed and viable curriculum, technology, small group reading instruction, and IREADY intervention.
5. Teaching Fellows and trained literacy volunteers will support in class instruction and intervention. TSA will provide training and support on RTI lessons and collaborate with grade level teachers on identifying students who are 2 or more grade levels below in reading.
6. Technology, including repairs, will be provided to support direct instructional services to students.
7. Materials and supplies will be purchased to support instruction
8. Teachers will share assessment data with students during goal-setting conferences in Sept and Jan. Administrators will sit in on conferences for selected students.
9. Teachers will conduct EL Redesignation Goal-setting conferences with EL students in Sept. and Jan.
10. PL content will include developing capacity in teaching and learning in support of our EL students.
11. Supplemental contracts and sub time to provide supports.
12. Guided Reading books, Classroom will be purchased through Scholastic.
13. Scholastic/TSA will provide professional learning on guided reading for K-2 teachers.

Summary of Tiered Support:

Tier 1 = Teachers will identify African American, EL, Foster Youth, Homeless and Special Education students. Classroom instruction will include engagement strategies and checking for understanding that assures that all disproportionate groups (including African American students and students with disabilities) have increased opportunities to respond to learning.

Tier 2 = Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The PLC team, along with teachers, Teaching Fellows, and Special Education staff will provide intervention.

Tier 3 = Those students who are still not showing progress after participation in Tiers 1 and 2 will be referred to the Student Success Team. More intensive intervention will be offered through Tier 3 intensive reading instruction 20 minutes daily, after school tutoring, a short-term additional intervention block during the school day, RSP non-identified, or referral for additional assessment.

Specify enhanced services for EL students:

1. Teachers will utilize specific ELD strategies modeled in Professional Learning.
2. Use of strategies such as "Making Thinking Visible", student engagement strategies, and checking for understanding.
3. Professional Learning will be provided to deepen understanding of ELA/ELD standards and the use of Wonders curriculum to provide ELD.
4. All subgroups will have access to instruction in complex text, talk and tasks, Guided Reading and Intervention.
5. Quarterly monitoring of RFEP students. Teachers will "desegregate data on CFA, IAB, and IREADY for EL students and students in identified sub-groups.
- 6 Teachers will attend PL: Planning rigorous questions and tasks aligned to SBAC Targets.
7. Teachers will know who their EL students are and their current ELD level
8. Student progress conferences in Nov. and Feb. will include a focus on progress of EL students
9. Home School Liaison will support communication between school and parents as well as coordination of parent education to support literacy.
10. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.
11. PL content will include developing capacity in teaching and learning in support of our EL students.

Specify enhanced services for low-performing student groups:

- RTI-30 minutes of designated intensive reading instruction
- Tier 2 support-small group intervention or reteach
- Tier 3 support-small group, one on one intervention or reteach

Action 3

Title: Mathematics Program for K-6th Grades

Action Details:

By the end of the 2023-2024 school year, there will be a 10% increase in students meeting or exceeding grade level standards in math as evidenced by the iReady Diagnostics and SBAC results. The school will implement a comprehensive Mathematics program for Kidergarten-6th grades focused on meeting grade level Mathematics standards using the guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessments and daily use of Mathematical practices.

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

- 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.
- Classroom observations and feedback using Instructional Practice Guide, IREADY, and site feedback.
- Grade Level PLC observations and feedback
- Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
- Common formative assessments or IAB/FIABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
- IREADY Diagnostic
- SBAC Block Assessments for grades 3-6
- PLC Student Progress Conferences
- Grades 3-6 will use SBAC results for planning targeted instruction around essential standards needing extra focus.
- Student goal-setting conferences
- Site PL on SBAC Math Targets and tasks aligned to SBAC.
- Math Academic Coach will support teachers, PLCs, and students.
- Math RTI for Tier 2/3 students.
- MLD lesson design.
- Tools to be used in data monitoring include all areas of PowerBi, iReady diagnostics CFUs, CFAs, GoMath assessments.
- Additional support will be targeted for African American students, Students with Disabilities, and EL populations.

Owner(s):

- Principal, Vice Principal
- Principal, Vice Principal
- K-6 Teachers, PLCs, TSA
- K-6 Teachers, PLCs
- Kinder-6th grade Teachers, PLCs
- 3rd-6th grade Teachers, PLCs
- Principal, Vice Principal and PLCs
- 3rd-6th grade Teachers, PLCs, Student, Administrative Team
- Teachers, Students, Administrative Team (for selected students)
- Admin, TSA Teachers, PLCs
- Admin, Lead Teachers, teachers, TSA
- Math Academic Coach, Teaching Fellows, teachers
- 5th grade teachers, Math TSA

Timeline:

- Beginning of school year
- Weekly
- Weekly
- Every 2-4 weeks or more frequently as determined by PLC
- Every 6-8 weeks
- District Assessment Calendar
- Beginning of March
- Nov and Feb
- Annually
- Sept. and Jan.
- Monthly
- Daily
- Daily
- Monthly

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 follow the Go Math lesson design building in time for students to utilize manipulatives to understand essential math concepts. Students will work independently on Unlock the Problem with minimal support from the teacher which will give teachers information on student understanding and how to pace the lesson. Teachers will focus on the Think Smarter/Go Deeper word problems providing students with strategies and tools to critically think and to explain their understanding when solving word problems.

- 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.
- Math Intervention/Enrichment will be provided 30 minutes per day, 4 times per week for students who are not meeting learning targets or on track to meet grade level standards. Intervention/Enrichment will be provided during school time with focus and grouping determined by analysis of common formative and common formative assessments.
- Tier 2/3 students in grades 3rd-6th will receive intensive small group math instruction by classroom Teaching Fellow for 30 minutes a day four days a week. Math Academic Coach will provide plan math instructional supports for students that are 2 or more grade levels below on the Math iReady Diagnostic.
 - iReady Diagnostic 1 will be used to identify students that are more than 2 grade levels behind. Groups will be created based on common areas of need within the specific grade level.
 - SBAC scores will be aligned to iReady 1 Diagnostic results.
 - Students that do not match levels on iReady D1 with previous year's SBAC, will be placed in Tier 3 RTI by teacher recommendation based on data from current grade level CFA's and CFU's
- RTI Students who increase to only one grade level behind on iReady Diagnostic 2 will be moved out of Tier 3 RTI and receive Tier 2 supports from their teachers during small group instruction
- Math Academic Coach will work with Teaching Fellows to train them on how to provide conceptual understanding of math concepts focusing on number sense and place value. Math Academic Coach will monitor student progress and analyze data.
- Instructional Math Coach will provide grade level support in identifying and providing instruction on rigorous math tasks. Instructional Math Coach will support 5th grade teachers in developing lessons and collaborating following the math lesson design.
- Teachers will share assessment data with students and set goals during student goal-setting conferences in Sept and Jan. Administrators will sit in on conferences for selected students.

Summary of Tiered Support:

- Tier 1 = Teachers will identify African American subgroup, EL, Foster Youth, Homeless and Special Education students. Classroom instruction will include engagement strategies and checking for understanding that assures that all disproportionate groups (including African American students) have increased opportunities to respond to learning.
- Tier 2 = Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The PLC team, along with a Math Academic Coach, Teaching Fellows, and Special Education staff will provide intervention.
- Tier 3 = Those students who are still not showing progress after participation in Tiers 1 and 2 will be referred to the Student Success Team. More intensive intervention will be offered through Tier 3 intensive intervention 20 minutes daily, after school tutoring, a short-term additional intervention block during the school day, RSP non-identified, or referral for additional assessment.

Specify enhanced services for EL students:

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
5. Home School Liaison will support communication between school and parents as well as coordination of Parent Education to support Mathematics
6. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.

Specify enhanced services for low-performing student groups:

- Math RTI-targeted math Tier 3 intervention
- RFEP monitoring
- student goal setting
- See direct instructional services for tiered supports to low performing student groups

2023-2024 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
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation-Support students in K-6	52,793.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Material & Supplies to support instruction-Parent Participation	1,612.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for data chats, planning, SSTs, PL.	10,804.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction	41,525.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows to support students K-6	108,924.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech maintenance to support instruction	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics for students	500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin support for SPED IEPs	6,003.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support instruction	26,523.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Tech to support EL instruction	1,000.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies -Food for SSC, ELAC, Parnet Meetings	2,000.00
G1A2	One-time School	Instruction	Mat & Supp			Materials & Supplies to support instruction.	1,500.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellow Foundation-support for students K-12	7,847.00
G1A2	One-time School	Instruction	Direct-Maint			Direct Maintenance of Tech	1,500.00
G1A3	One-time School	Instruction	Nc-Equipment			Tech to support learning	2,000.00

\$266,531.00

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	✓	92.78 %	86 %	2022-2023	97 %

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.

Actions currently working are site wide character development and competencies for workplace success.

Students participated in a variety of opportunities for increased engagement with school, peers, and caring adults including: athletic programs, meaningful work program, school clubs, enrichment trips, and rallies/assemblies. Additionally, students are nominated for student of the week, STARS character traits recognition, quarterly awards, and receive attendance incentives.

Students participate in Hero/Career Day and community members share their careers during Read Across America week.

Families participate in SSC/ELPAC meetings and monthly Parent Coffee meetings with administrators. Parents participate in Parent-Teacher Conferences and Parent University classes, programs, and 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.

Based on SEL surveys, some students identified a lack of school connectiveness. Staff received training on trauma informed practices. Student social emotional needs impact student participation.

Kinder data did not show any student groups who under-represented in student engagement. However, we realize that the number of engagement opportunities for Kinder students is less than in grades 1-6.

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).

We leveraged the Culture and Climate Team to sustain school wide Morning Meetings and weekly Second Step lessons. We created opportunities for students to participate in events that involved community members. We will utilize Goal 2, 3 funds for character development and opportunities for workplace success. All actions were implemented as planned. The CCT could improve efforts to develop engagements for increased opportunities, identify student groups or individuals who are lacking in engaging activities.

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 2023/24 SPSA.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur prior to the completion of the 2023-24 SPSA Budget modifications may include adding FTE contracts for additional social emotional support. SEL survey data will be shared site-wide. We will develop opportunities for K-1 students to engage in arts and activities of interest during or following the school day. CCT will develop engagements for increased opportunities for student groups or individuals.

Step 4: Educational Partner Involvement. Share the data 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: We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget	2 ELAC: We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget	3 Staff: We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget
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Action 1

Title: Arts, activities and athletics

Action Details:

Susan B. Anthony will ensure that all student are participating in arts , activities and athletics by offering student clubs and STAR Students Assemblies every quarter. All students will participate in grade level field trips. Sports, basketball, softball, volley ball, track, intermurals and soccer will be offered to 3rd – 6th grade students. Band, choir and recorders are offered to 4th - 6th grade students. Community sports for younger students will be offered from community resources and flyers will be sent home at various times.

Reasoning for using this action:	☒ Strong Evidence	☐ Moderate Evidence	☐ 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

Power BI data

Atlas Portal

Owner(s):

Principal, Vice Principal

Vice Principal

Timeline:

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 Clubs and STARS Student Assemblies focused on Anthony Guidelines for Success (STARS)
- 2. All TK- 6th grade students will have the opportunity to go on at least 1 fieldtrip
- 3. All 4th grade students will participated in Music instruction using recorders and interested students will have the opportunity to participate in choir.
- 4. 5th and 6th grade students will have the opportunity to participate in band and/or choir.
- 5. At risk students will be invited to participate in Meaningful Work and/or Connections Program.
- 6. Classrooms will have the choice to pair up (primary with intermediate) for weekly Reading Buddies.
- 7. Depending on the sport, all 3rd - 6th grade students have the opportunity to participate in organized athletics.
- 8. 10/2 Teacher/student mentoring connection
- 9. TK-6 students will have additional opportunities to engage in arts and activities of interest during or following the school day (i.e. Reading or PE Buddies, Jobs).
- 10. 5th and 6th students receive leadership opportunities through Student Council, Girl Power and Boys to Men.

Specify enhanced services for EL students:

All subgroups will have opportunities to participate in Goal 2 Activities designed to promote positive behaviors (classroom incentives, school-wide incentives, "Connections", "Meaningful Work"

All subgroups will have the opportunity to participate in sports/intermurals depending on their grade level.

Specify enhanced services for low-performing student groups:

African American, EL, SPED students will receive mentoring support through the Meangifull Work Program.

African American, EL and SPED students will receive targeted support with 10/2 teacher student mentoring.

Action 2

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 field trip that exposes them to colleges and careers. In addition, students in all grade levels will participate in classroom activities and class meetings to develop self-efficacy and growth mindset. Students in disproportionate subgroups will have the opportunity to participate in our site's Meaningful Work program.

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, ASES Manager, VP

Timeline:

Quarterly

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 mentor students
- 3. All student participate in Read Across America Week where members of the community read to students
- 4. Leadership Clubs-Student Council Aspire Girls and Boys to Men Clubs
- 5. Kindness Challenge in February

6. All students will be encouraged to participate in the Meaningful Work Program.

Specify enhanced services for EL students:

1. All EL students will be invited to participate in field trips and activities related to careers
2. All EL students will participate in the Meaningful Work Program.
3. EL students in 5th and 6th grade will be provided with leadership opportunities in Student Council, Boys to Men and Girl Power clubs.

Specify enhanced services for low-performing student groups:

1. African American students and students with disabilities involvement will be increased by building relationships with community members.
2. African American and SPED students in 5th and 6th grade will be provided with leadership opportunities by participating in Boys to Men and Girl Power clubs.
3. African American and SPED students will be provided with opportunities to participate in the Meaningful Work program.

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	✓	53.93 %	43.97 %	2022-2023	36 %
Suspension Rate - Semester 1	✓	1.1 %	2.52 %	2022-2023	1.19 %

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.

Chronic Absenteeism

2021-2022 Chronic 34.6%

Current year Chronic 23.14%

Chronic Absenteeism (African American)

2021-2022 Chronic 53.85%

Current year Chronic 36.36%

Chronic Absenteeism (English Learners)

2021-2022 Chronic 37.3% Current year Chronic 24.6%

Chronic Absenteeism {Hispanic}

2021-2022 Chronic 20.6% Current year Chronic 37.14

Chronic Absenteeism {Students with Disabilities}

2021-2022 Chronic 26.7% Current year Chronic 36.59%

Classrooms participated in attendance competitions to earn Perfect Attendance incentives. The importance of good attendance was communicated with parents throughout the school year. Automated daily phone messages were sent twice a day to parents. Teachers made weekly contact with parents and communicated with parents using Class DOJO or Remind. Teachers referred students to the HSL to conduct home visits after three attempts were made for communication and support. HSL made phone contact and home visits. The Tier 2 Specialist met with students to goal set and provide attendance incentives. The RCA met with student groups to provide goal setting and attendance incentives focusing on students that were absent and not making progress during Academic Recovery. Pizza was provided to families with increased attendance.

2

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

Chronic Absenteeism

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. RCA and HSL met with selected student groups during recess to increase attendance. Tier 2 Intervention Specialist monitored Chronically absent students and met with them to improve attendance. Additional support is needed in meeting the needs of our low performing students who are chronically absent.

Chronic Absenteeism (African Americans)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. RCA and HSL met with selected student groups during recess to increase attendance. Tier 2 Intervention Specialist will monitor chronically absent students and met with improve attendance. We will continue to work with Parent University and community outreach partners to increase the attendance of our African American students.

Chronic Absenteeism (English Learners)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. RCA and HSL met with selected student groups during recess to increase attendance. Tier 2 Intervention Specialist monitored chronically absent students and met with improve attendance. We will continue to work with Parent University to increase the attendance of English Learner students who are chronically absent. Additional support is needed in meeting the needs of our English Learner students who are chronically absent.

Chronic Absenteeism (Hispanic)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. RCA and HSL met with selected student groups during recess to increase attendance. Tier 2 Intervention Specialist monitored

The school nurse contacted families of chronic and severely chronic students who had medical concerns. Attendance team consisting of VP, RCA, HSL, OA and Tier 2 Intervention specialist met monthly to identify attendance grouping students, and students that needed to be placed in the SART/SARB process to increase attendance.

Suspensions: 2021-2022- 3.40% Current Year- 2.99%

Suspensions (African American) 2021-2022- 0% Current Year- 0%

Suspensions (Students with Disabilities): 2021-2022- 4.40% Current Year- 4.55%

All teachers implemented daily Morning Meetings and Social Emotional learning into their classroom instruction. School wide and class structures are in place (CHAMPS) to ensure that students are taught and able to practice appropriate replacement behaviors and skills. Teachers delivered weekly Second Step lessons and also implemented Second Step lessons when a concern arose in the classroom or at recess. Students participate in school wide activities and events promoting character development and positive behavior. Students participated in Anthony jobs fanning connections with adults on campus. TST team met monthly to discuss targeted students and provide appropriate social emotional supports. Tier 2 Specialist met with student groups and focused on peer interactions and appropriate behaviors. RCA met with student groups and provided Second Step and Random Acts of Kindness lessons. Students were referred to All 4 Youth counseling through referral process developed by TST team. 55 students were referred to the Tier 2 Intervention Specialist for SEL supports and mentoring groups. 13 student referrals were made to All4Youth for social emotional wrap around services. Students were also supported as concerns of trauma, bereavement, neglect, depression, self-harm, Gaggle referrals, or family concerns arose.

Inclusion opportunities were provided to students in Special Education. Special Education teachers collaborated with general education teachers to provide special education teachers opportunities to participate in Morning Meetings .

chronically absent students and met with improve attendance. We will continue to work with Parent University to increase the attendance of Hispanic students who are chronically absent. Additional support is needed in meeting the needs of our Hispanic students who are chronically absent.

Chronic Absenteeism (Homeless)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. RCA and HSL met with selected student groups during recess to increase attendance. Tier 2 Intervention Specialist monitored chronically absent students and met with improve attendance. We will continue to work with Parent University to increase Homeless students who are chronically absent. Additional support is needed in meeting the needs of our Homeless students who are chronically absent.

Chronic Absenteeism (Students with Disabilities)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Additional support is needed in meeting the needs of our students with disabilities who are chronically absent.

Suspension students with 1 or more

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Teachers provided Second Step lessons. The RCA and Tier 2 Intervention Specialist met with students who displayed behaviors and provided restorative meetings and SEL supports.

Suspension students with 1 or more (African Americans)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Teachers provided Second Step lessons. The RCA and Tier 2 Intervention Specialist met with students who displayed behaviors and provided restorative meetings and SEL supports. Staff needs training on providing in the moment SEL supports.

Suspension students with 1 or more Students with Disabilities)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Teachers provided Second Step lessons. The RCA and Tier 2 Intervention Specialist met with students who displayed behaviors and provided restorative meetings and SEL supports.

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).

We leveraged the Culture and Climate Team to implement Morning Meetings and weekly Second Step lessons. Staff will receive additional training and resources to ensure that students feel connected to school. All4Youth will provide professional learning on understanding trauma. Teachers are encouraged to refer students that need SEL supports to the TST team which includes the RCA, Tier 2 Intervention Specialist, HSL, school psychologist, admin, and All4Youth counselor. Tier 2 Intervention Specialist, RCA and HSL review attendance data and provide supports to students who are chronically absent.

To address Chronic Absenteeism, VP holds weekly attendance meetings with the Office Assistant, RCA, Tier 2 Specialist, and HSL to review attendance data and to provide supports for students who are chronically absent. The VP works with families to provide incentives and supports. VP also leverages Project Access, DPI, social workers, Parent University, African American Attendance Team to provide supports for families of students who are chronically absent. Chronically absent students met weekly with HSL, RCA and Tier 2 Specialist to set goals on improving their attendance.

Suspension rate is 2.99% currently down from 3.49% from last school year. We focused on student behaviors and SEL needs by working through the TST team and ensuring that teachers provide a safe and learning environment by implementing Morning Meetings and Second step lessons with fidelity. The decrease in suspensions is attributed to staff/student relationships and connections as well as the SEL supports that are currently in place.

Students in special education were provided opportunities to learn and interact with their general education peers during Morning Meetings, field trips, assemblies, recess, ASES, art, music/band, library, and during CORE subjects of student IEP goals.

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 2023/24 SPSA.

Modifications based on current evaluation show that all actions will continue at this time. Reassessment will occur before the completion of the 2023-2024 SPSA. Budget modifications for next year will depend on staff and community (SSC) input.

Chronic absenteeism: We will implement differentiated supports for our targeted demographic group based on our TSI designation. We will increase parent communication, specifically with our SPED classes, around the importance of good attendance. We will continue to work with the African American Attendance Team and Parent University to support our students who are chronically absent.

- Chronic absenteeism for African American Students: our goal is to reduce our African American chronically absenteeism by 15%. African American students absenteeism will be monitored during the bi-weekly attendance meetings with VP, HSL, Tier 2 Specialist and OA. HSL will conduct home visits when African American students are absent repeatedly with no call in or medical excusal. The African American Attendance Team, A4, district/regional CWA and Parent University will be utilized as a resource for African American families that the school is having a difficult time contacting or making progress with.
- Chronic absenteeism for students with disabilities: our goal is to reduce our students with disabilities chronically absenteeism by 15%. Students with disabilities absenteeism will be monitored during the bi-weekly attendance meetings with VP, HSL, Tier 2 Specialist and OA. HSL will conduct home visits when our students with disabilities are absent repeatedly with no call in or medical excusal. SPED teachers will also contact parents when their students are absent via phone calls, Remind or Class Dojo.

Social Emotional Learning: Our TST team consisting of our school psychologist, All4Youth counselor, admin, Tier 2 Intervention Specialist, TSA, and RSP teacher will continue to hold monthly meetings to provide and monitor supports for students needing SEL supports. We will continue to provide professional learning of trauma informed practices to staff.

Step 4: Educational Partner Involvement. Share the data 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: We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.	2 ELAC: We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.	3 Staff: We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.
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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. All 4 Youth will work with staff and students to provide increased social-emotional support and collaborate with our Tier 2 Intervention Specialist to provide staff professional learning on trauma informed practices and social emotional supports for students. The TST Team consisting of the school psychologist, Tier 2 Intervention Specialist, All 4 Youth Counselors, TSA, HSL, RSP teacher, ASES Manager and administrators will meet monthly to review data from 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 will meet with students to provide them with skills to deescalate behaviors and to provide them with the necessary skills to be able to learn. Student progress will be reviewed in monthly TST meetings and students that are not progressing will be referred to an SST. In addition, the HSL will meet with students to increase positive behavior and connectedness to school. The Tier 2 Intervention Specialist will work with staff and students to provide increased social-emotional support and collaborate with VP and CCT. All teachers and support staff will continue to implement Morning Meetings school wide to 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. Admin will collaborate with the African American Attendance Team and Parent University to provide differentiated supports to chronically absent students and their families. Admin and RIM will provide supports to students in Special Education that are chronically absent. HSL will monitor attendance and work with families to determine needs and supports for improved attendance.

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:
1. Tier 2 Intervention Specialist and HSL Specialist will monitor attendance daily, making phone calls or home visits to chronically and marginally absent students. HSL will make home visits after students second consecutive absence.	1. Tier 2 Intervention Specialist/HSL	1. Daily
2. The Tier 2 Intervention Specialist and HSL will work with the site administrative team to monitor and recognize improved attendance including bi-weekly meetings to monitor chronic absenteeism and focus on students with disabilities and African American students	2. Tier 2 Intervention Specialist/HSL	2. Quarterly
3. Teachers will use positive attendance charts, classroom tickets or other tools to monitor positive attendance. Tier 2 Intervention Specialist will meet with students who are chronically absent and provide goals and incentives to increase attendance.	3. Classroom Teachers	3. Daily
4. Administrators will meet with office staff to ensure and monitor attendance protocols	4. Principal, Vice Principal	4. Weekly
5. Administrative team will monitor office referrals and suspensions and review data with Culture & Climate team. Team will meet monthly to analyze suspension data and monitor our SPED and African American subgroups.	5. Principal, Vice Principal	5. Quarterly
6. Classroom routines and expectations (CHAMPS) will follow the agreed upon levels of misbehavior, utilize Atlas to document behaviors and communicate with Tier 2 Specialist to support Tier 2 students.	6. Culture & Climate Team	6. Quarterly
6. Administrative team will monitor Goal 2 participation	7. Principal, vice principal, psychologist	7. Monthly
7. Tier 2 Intervention Specialist will monitor correlation between students participating in Connections and Meaningful Work and office referrals	8. Onsite Counselling, principal, vice principal, psychologist	8. Monthly
8. Tier 2 Intervention Specialist will support Tier 2 students	9. CCT	9. Monthly
9. Tier 3 students will meet with All 4 Youth Counselor	10. Teachers, PLC, CCT, VP, Principal	10. Monthly
10. Morning Meetings Tier 1 SEL	11. Admin, teachers, community liaison	11. Monthly
11. Cultural Proficient Instruction	12. TST /Teachers/Students	12. Monthly
12. African American Attendance Team will provide support with African American students who are chronically absent.	13. TST/Admin	13. Beginning of year/monthly
13. All students take the Mini DESSA to identify students that need supports. TST Team will meet and plan student supports.	14. ASES Manager	14. Monthly
14. TST Team will progress monitor student supports in monthly meetings.		
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
1. All students who have perfect attendance will receive positive recognition through participation in incentive activities and quarterly awards		
2. TK and Kindergarten classes will offer free choice during the first 15 minutes of class to assist with transition and encourage positive attendance.		
3. A school team consisting of an administrator, school psychologist, HSL, Tier 2 Intervention Specialist and the classroom teacher will meet to identify needs and develop a support plan for students who are at risk due to poor attendance or suspensions.		
4. K-3 students who are at risk due to attendance or behavior will participate in the Connections Program		
5. K-6 students who are at risk due to lack of connectedness to school will participate in our Meaningful Work program.		
6. Anthony Guidelines for Success (STARS) Assemblies (Funworks) will be held quarterly.		
7. A 10-2 Mentoring program will be implemented. School staff will be given the name of an at risk student. During the first 2 weeks of school, staff will spend at least 10 minutes getting to know the student. Throughout the year, staff		

- will check in with their student at least once per week.
8. All 4 Youth Counselor 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 All 4 Youth Counselor will work with staff to identify, understand and respond to childhood trauma.
9. Tier 2 Intervention Specialist will support students with Tier 2 interventions and supports.
10. Administrative Team will collect and monitor data related to participation of English Learners, Special Education, Foster Youth, Homeless and African-American students. Students from these subgroups will be given priority for our Connections, Meaningful Work and 10-2 Mentoring program.
11. Quarterly monitoring of RFEP students. Identify Site based interventions that align to the needs of struggling RFEP students to ensure academic success and stop potential academic regression.

Specify enhanced services for EL students:

All subgroups, including EL students, will have the opportunity to participate in Goal 2 Activities, Meaningful Work and Connections.

The school team will look for root causes and address specific needs that may be related to subgroups such as our EL students 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.

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 the Connections Program. 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.

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.

Specify enhanced services for low-performing student groups:

Tier 2 students will meet with HSL during recess-Shuttle

Tier 2-3 students receive support from the Tier 2 specialist

Goal 3 low performing sub groups:

Attendance- These students will meet weekly with HSL:

- African American students
- Special Education students
- Hispanic, Social Economic Disadvantage students

Suspension- These students will be identified as part of the 10-2 Mentoring program.

- African American Students
- Special Education Students

See direct services to students

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Food			Direct Food	3,000.00
G3A1	One-time School	Other Pupil Services	Cons Svc/Oth			Fun Works : FunWorks- Student incentive assemblies	3,850.00

\$6,850.00

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	✓	98.52 %	96.1 %	2022-2023	99.2 %

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.

Staff Goal-Site Defined

- Need to increase recruitment and retain Autism Moderate/Severe teachers with appropriate credentials and training.
- Need to increase recruitment and retention of special education para professionals
- Current retention rate of teachers: 27 out of 27 100%
- Work with Human Resources to retain and hire staff
- Current staff is diverse with 58% of staff representing multiple demographics

Fall 2022 Staff Survey Results:

Academic and SEL: 96%

Family Engagement 98%

Organizational Environment 96%

School Environment 98%

Student Engagement 98%

Student Wellness: 95%

Student centered Real World: 95%

Fall Staff Survey: Student Wellness 95% FUSD: 97% FUSD Elementary Schools: 97% We scored below the district data, so we will focus on a site defined goal.

Site defined goal: Staff rated Student Wellness ("If students feel sad, worried, stressed, anxious, or depressed, there is an adult at this school they can talk to.") at 95% which was 5 percentage points lower than the previous survey. The goal will be 100% for this domain. The availability of the HSL, the Tier 2 Intervention Specialist, ASES Manager, school psychologist, and All4Youth counselor as immediate resources for students needing SEL supports will be continually communicated with staff through PL, email,

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

Staff Goal-Site Defined

Staff is need of social emotional learning supports to address the needs of low-performing students. Staff needs additional training in cultural proficiency to address the needs of our low-performing students.

Inconsistent responses to student behaviors to address student social emotional needs.

Lack of qualified candidates in Special Education to fill open classified positions. Student Survey-School Environment

Continue training and support with Cultural Proficiency training. Teachers utilize Olweius Bullying lessons weekly.

Continue Morning Meetings site-wide beginning at 8:00am

Continue with 10-2 check-ins. Continue to utilize inclusive practices

SPED students will continue to participate in GE inclusion.

TST team meetings notes and CCT.

2022 Student Survey Results:

Academic & SEL 91%

Family Engagement 81%

Organizational Environment 86%

School Environment 72%

Student Engagement 85%

Student Wellness: 83%

Student centered Real World: 86%

Site defined goal: School Environment: 72% While this category is higher than FUSD rating of 70%, our staff would like to make this an area of focus.

Q8 Bullied/harassed based on Culture 61%

Q11 Bullied/harassed based on Appearance 49%

Goal to increase both by 15%.

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).

In order to increase staff recruitment and retention, all staff will receive professional learning to support staff in providing social emotional supports to students. Staff will participate in trauma informed practices to support the needs of all students. All staff will participate in Cultural Proficiency training. Staff will receive embedded PL from site based TSA and will be provided opportunities for peer coaching and peer observations. We will leverage PLC's and provide staff professional learning in order to increase recruitment and retention of staff reflecting on the diversity of our community. We will reflect on survey data and work with stake holders to create opportunities for staff members.

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 2023/24 SPSA.

Based on steps one and two, when there are positions open during the 2023-2024 school year, special education certification and the diversity of our community will be highly considered. Modifications based on current evaluation will show that actions will be in place for the new school year. Reassessment will occur before completion of the 2023-24 SPSA Budget modifications may include adding FTE or contracts for additional social-emotional supports. Staff survey data will be shared school wide and the CCT will work on goals for the new year. We will utilize staff survey results to plan opportunities for staff to be a part of the school community. We currently have our ILT, CCT, and TST teams at our site and we encourage all staff members to be involved in the decision making.

Step 4: Educational Partner Involvement. Share the data 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:

We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.

2

ELAC:

We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.

3

Staff:

We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.

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

1. Cultural Proficiency Training
2. SEL for certificated teachers
3. On boarding professional learning with staff
4. PL Needs Assessment
5. Growth Mindset Training
6. Staff Climate and Culture Survey

Owner(s):

1. Admin, CCT, Staff
2. Admin, CCT, teachers
3. Admin, staff
4. Admin, teachers
5. Admin, ILT, CCT
6. CCT/Admin/school psychologist
7. Admin, CCT, ILT

Timeline:

1. Quarterly
2. Quarterly
3. Yearly
4. Throughout the year
5. Fall and Spring
6. CCT/Admin
7. Fall and Spring

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

1. Staff will participate in Cultural Proficiency Training throughout the year along with the book study on "Culturally Proficient Instruction."
2. All 4 Youth and the Tier 2 Specialist will provide professional learning on supporting students with the social emotional supports.

- 3. All new staff members will receive On Boarding support and a staff mentor.
- 4. Needs assessment given to staff at the beginning of the year. Lead Teachers will review survey and plan professional learning opportunities.
- 5. Climate and Culture Team and school psychologist will plan and implement Growth Mindset professional learning for staff.
- 6. Lead Teachers 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.

Specify enhanced services for Staff in support of EL students:

- 1. Teachers will utilize best practices in support of being cultural proficient.
- 2. Professional Learning will be provided to deepen understanding of social emotional supports needed for EL students.
- 3. PL content will include developing capacity in teaching and learning in support of our EL students.

Specify enhanced services for Staff to support low-performing student groups:

Teachers will utilize best practices in support of being culturally proficient in order to support African American students.

Professional learning will be provided to deepen understanding of the social emotional needs of the our African American and SPED students.

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	✓	94.52 %	93.04 %	2022-2023	98.14 %

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.

Family Goal Site Defined Parent Survey Academic and SEL 96%

Family Engagement 93%

Organizational Environment 98%

School Environment 96%

Student Engagement 95%

Student Wellness 92%

Student-centered and Real-world experiences 95%

On Family Surveys, parents rated student wellness at 92% which is higher than the FUSD elementary schools 87%

Site defined goal increase Student Wellness by 5% on the Family Surveys.

We will continue with daily Morning Meetings and Second Step lessons once a week. Communication to students and families will include site resources for students to include the HSL, Tier 2 Intervention Specialist, school psychologist, and All4Youth counselor.

Communication with families:

- School Messenger
- Newsletter
- Peach Jar
- Email
- SSC/ELAC
- Parent Coffee Hour (monthly)

Parent teacher conferences

2

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

Family goal-site defined

Family Engagement 93%

We have noticed a decrease in the number of families attending parent teacher conferences, SSTs, SSC/ELAC meetings and Parent Coffee Hour

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).

In order to increase opportunities for parent involvement, parents will be given opportunities to be actively engaged in their students' education. Parents are encouraged to join the School Site Council and ELAC Committee. Families may attend monthly parent and Admin meetings with the Home School Liaison and community members. Staff will collaborate with the African American Attendance Team to provide differentiated supports to our African American families. Parents and guardians will be encouraged to participate in events with students (Muffins with Family, Granola with Grandparents, Quarterly Awards, etc.) Families and community members will be encouraged to attend the school carnival. Increase communication to families about student progress and actively engage families in student academics.

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 2023/24 SPSA.

Increase communication to families on parent involvement opportunities. Provide differing times for parents to attend parent meetings and school events. Increase communication to families about student involvement opportunities. Provide information about student clubs and activities in Parent Newsletter.

Step 4: Educational Partner Involvement. Share the data 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:	2 ELAC:	3 Staff:
We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.	We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.	We will utilize this document and IReady diagnostic data to share with SSC, ELAC and staff. Each group will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 15th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the current year budget changes. We will finalize any last minute changes in April. A form will be created to allow the opportunity for staff to provide any additional feedback toward the SPSA and site budget.

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

- 1. Parent Conferences
- 2. Awards Assemblies
- 3. Funworks Assemblies
- 4. Athletics, Intermurals and Sports
- 5. Morning Coffee Hour
- 6. School Site Council
- 7. ELAC Committee
- 8. Parent Volunteers-Literacy Mentors
- 9. Training on Social Emotional Supports and Trauma
- 10. Parent University training on supports for students returning to school and recovering from learning loss.
- 11. Anthony School Carnival
- 12. Muffins with Family
- 13. Donuts with Family
- 14. Granola with Grandparents

Owner(s):

- 1. Admin, teachers, parents
- 2. Admin, teachers, students, parents
- 3. Admin, staff, students, parents
- 4. Admin, staff, students, parents
- 5. Admin, parents, Home School Liaison
- 6. Admin, teachers, parents
- 7. Admin, teachers, parents
- 8. Admin, parents, community volunteers
- 9. All 4 Youth Counselors, Admin
- 10. Parent University
- 11. Admin, teachers, parents, community volunteers.
- 12. Admin, teachers, parents, community volunteers.
- 13. Admin, teachers, parents, community volunteers.
- 14. Admin, teachers, parents, community volunteers.

Timeline:

- 1. twice a year
- 2. Quarterly
- 3. Bi-monthly
- 4. Weekly
- 5. Monthly
- 6. Bi monthly
- 7. Bi monthly
- 8. weekly
- 9. Monthly
- 10. Weekly
- 11. Annually
- 12. Annually/twice a year
- 13. Annually/twice a year
- 14. Annually/twice a year

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- 1. Teachers will schedule parent conferences to meet with parents to share student progress.
- 2. Quarterly Awards Assemblies will be planned for parents to celebrate student successes.
- 3. Parent opportunities to join School Site Council and ELAC committees.
- 4. Opportunities for parent involvement in student classroom as a parent volunteer.
- 5. Parent information and training on providing students social emotional supports (translation and babysitting supports).
- 6. Partner with Parent University to provide parents information and guidance on supporting students with loss of learning due to school closure.
- 7. HSL supports (mileage, supplies, etc).

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

Leverage African American Attendance Team to provide support to parents an families of low performing students.

Parent University to collaborate with parents to provide supports and routines for EL students.
All 4 Youth to provide training for parents to support the social emotional needs of EL students.

Parent University to support parents/guardians of English Language Learners.
Parent University to provide supports to parents/guardians of African American and SPED students.

2023-2024 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	Sup & Conc	Parent Participation	Cls Sup-Sup			Childcare for parent meetings.	1,967.00
G5A1	LCFF: EL	Instruction	Direct-Food			Direct food	3,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent meetings.	1,967.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Materials and Supplies- Food for SSC, ELAC, Parent Meetings	2,230.00
G5A1	One-time School	Attendance & Social Work Service	Local Mileag			HSL Mileage	400.00

\$9,564.00

2023-2024 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
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation- Support students in K-6	52,793.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			Material & Supplies to support instruction-Parent Participation	1,612.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for data chats, planning, SSTs, PL.	10,804.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction	41,525.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows to support students K-6	108,924.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech maintenance to support instruction	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics for students	500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin support for SPED IEPs	6,003.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies to support instruction	26,523.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Tech to support EL instruction	1,000.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies -Food for SSC, ELAC, Parent Meetings	2,000.00
G1A2	One-time School	Instruction	Mat & Supp			Materials & Supplies to support instruction.	1,500.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellow Foundation-support for students K-12	7,847.00
G1A2	One-time School	Instruction	Direct-Maint			Direct Maintenance of Tech	1,500.00
G1A3	One-time School	Instruction	Nc-Equipment			Tech to support learning	2,000.00
G3A1	Sup & Conc	Instruction	Direct-Food			Direct Food	3,000.00
G3A1	One-time School	Other Pupil Services	Cons Svc/Oth			Fun Works : FunWorks- Student incentive assemblies	3,850.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Childcare for parent meetings.	1,967.00
G5A1	LCFF: EL	Instruction	Direct-Food			Direct food	3,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent meetings.	1,967.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Materials and Supplies- Food for SSC, ELAC, Parent Meetings	2,230.00
G5A1	One-time School	Attendance & Social Work Services	Local Mileage			HSL Mileage	400.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,405.00
Sup & Conc	7090	\$174,723.00
LCFF: EL	7091	\$36,720.00
One-time School	7099	\$17,097.00
Grand Total		\$282,945.00

\$282,945.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$266,531.00
G3 - Increase student engagement in their school and community	\$6,850.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$9,564.00
Grand Total	\$282,945.00