


Anthony Elementary

10621666111231

Principal's Name: Victoria Maglieri

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances

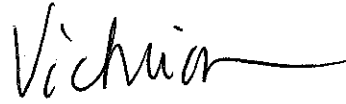

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - 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. Paul Hayer			X		
9. Vardine Adjinian			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3-30-22</u> .

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		3/30/22
SSC Chairperson	Tiara Muñoz		3/30/22

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 2022/23

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$49,959 *
7090	LCFF Supplemental & Concentration	\$168,682
7091	LCFF for English Learners	\$44,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$92,207
TOTAL 2022/23 ON-SITE ALLOCATION		\$355,248

* 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	\$1,708
	Remaining Title I funds are at the discretion of the School Site Council	\$48,251
	Total Title I Allocation	\$49,959

Anthony Elementary 2022-2023 - 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	✓		26.43 %	2021-2022	35.53 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		16.3 %	2021-2022	22.4 %

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.

IReady ELA D2 On Level

Current year IReady ELAD2 1st-6th grade 26.43%. Goal 35%

2020-21 IReady ELA 31% 2021-22 Goal 35%

Actions currently working at Anthony are schoolwide Tier 1 Instruction aligned to CCSS essential standards and SBAC Targets, grade level common formative assessments that are calendared and analyzed for next steps of instruction, 1 to 1 technology support for K-6th grade students, RTI intensive reading instruction for K-6th grade 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 in reading on IReady received Tier 3 support in intensive reading instruction during Academic Recovery. Grade levels dedicated one hour to Academic Recovery for Semester 1 to provide intensive reading instruction to Tier 2, 3 students identified on the IReady assessment as 2 or more grade levels below. 104 -2nd-6th grade Tier 2/3 students made gains in reading with 45 students making one year of academic growth while 17 students made two years of academic growth. Tier 1 students grew 16% on the ELA IReady diagnostic from 11% on the ELA IReady D1 to 27% on the ELA IReady D2. Classroom teachers provided intensive reading instruction during the Academic Recovery Block while Teaching Fellows provided instruction to students on grade level utilizing extension activities in Wonders and Chapter Books.

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

I-Ready ELA D2 On Level

Many of our Tier 2 and 3 students suffer from emotional trauma and have been impacted by the effects of the pandemic. 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. We developed our TST Team to focus on SEL supports. Students receive extra support during Academic Recovery Block.

IReady ELA D2 on Level (African American)

Student support was provided to students in collaboration with the African American Attendance Team. Student supports will be continued for the 2022-23 school year. Students receive extra support during Academic Recovery Block.

IReady ELA D2 on Level (Students with Disabilities)

Students in special education were included in inclusive opportunities. RIM and SPED teachers aligned IEP goals with inclusion in CORE subjects to provide students access to grade level standards in a GE setting with GE peers. Students have high absenteeism rate and SPED students that were on quarantine had low participation rate.

IReady Math D2 On Level

Many of our Tier 2 and 3 students suffer from emotional trauma and have been impacted by the effects of the

Teachers administer CFAs through Edcite. Teachers in grades 3-6 plan quarterly essential learning in alignment with SBAC targets. 3rd-6th grade teachers administer FIABs and IABs and create comprehension questions aligned to SBAC targets (DOK 2,3) utilized in ELA instruction.

IReady ELA D2 On Level (African American)

2020-21 School year 40%

Current School year 30.77%

Students grew from Diagnostic 1 to Diagnostic 2 in reading according to IReady Diagnostic 2 however 25% of students are 2 or more grade levels below. The majority of students reading 2 or more grade levels below are in 4th-6th grade.

IReady ELA D2 On Level (Students with Disabilities)

ELA previous year 8.8% Current year 2.6%

SDC previous year 8.8% Current year 2.5%

RSP previous year 0% Current year 0%

IReady Math D2 On Level

2020-21 School year 20.21% Goal 25%

Current School year 16.3% Goal: 22%

2020-21 Math IReady EL students

24% 2021-22 Goal: 29% Current year: 5.6% Goal: 15%

IReady Math D2 On level (African Americans)

2020-21 Math IReady African American students 29% 2021-22 Goal: 30% Current year: 16%

IReady Math D2 On Level (Students with Disabilities)

2020-21 SDC students 6% Current School year 0%

One grade level below 2020-21 18% Current School year 6%

2020-21 RSP students 0% Current School year 0%

One grade level below 2020-21 12% Current School year 33%

Actions currently working at Anthony are site wide common mathematical strategies, grade level common formative assessments that are calendared and analyzed for next steps of instruction, 1 to 1 technology support for K-6th grade students, and small group targeted classroom support. PLCs develop quarterly CFA plans based on essential CCSS and SBAC targets utilizing the FUSD adopted curriculum. Teachers follow the Go Math lesson format with instruction focused on the Think Smarter/Go Deeper math problems to build upon conceptual understanding and critical analysis of math problems. Teachers utilize math manipulatives to build conceptual understanding of mathematics. All PLCs administer a minimum of 2 CFAs per quarter and analyze student misconceptions to provide targeted instruction.

ELPAC Students Making Adequate Progress

2020-21 School year 14 RFEPs 2022-23 27 projected RFEPs

pandemic. Our staff attends professional learning on trauma informed practices. We need Tier 2 and 3 supports to be able to provide social emotional supports and skills to students. Students would benefit from targeted instruction during Math RTI.

IReady Math D2 On Level (African Americans)

Student support was provided to students through the African American Attendance Team. Students supports are needed for the 2022-23 school year. Students would benefit from targeted instruction during Math RTI.

IReady Math D2 On Level (Students with Disabilities)

No actions were associated with this group.

ELPAC Percent Making Annual Progress

Teachers need to schedule daily ELD instruction and utilize Wonders ELD curriculum. There is a need to have 30 minutes of ELD instruction daily. Teachers need to plan SBAC quarterly targets included in the Quarterly Cycles of Learning with embedded SBAC question stems and tasks.

IReady ELA D2 On Level (EL)

There is a need to provide targeted daily ELD instruction.

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).

A major shift was the one hour of Academic Recovery Block designated for intensive reading instruction to address student learning gaps in reading. Teachers utilized resources to plan lessons utilizing the IReady Tool box, Wonders Tier 2 resources, Orton Gillingham phonics/decoding lessons, and small group direct instruction on decoding, vocabulary, and comprehension of text. IReady Diagnostic Assessment provided additional data that allowed teachers to diagnose and prescribe instruction that targeted students that are 2 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 fellow 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 that were provided were monitored by our TSA. TSA supported 4th and 5th grade Tier 3 students with an extra small group intervention 4 days a week. TSA monitored student data every 8 weeks to determine growth and shared data with TST team. 104 Tier 2/3 students in grades 2-6 made growth. Students not making adequate growth were referred to an SST. Monthly SSTs were planned and attended by admin, school psychologist, TSA, RSP teacher, classroom teacher, and parent of student to identify student supports. A total of 44 students went through the SST process. In addition, due to the need to provide social emotional supports to students, budget changes were provided to include supports for an RCA and Tier 2 Specialist. Other actions included ELD instruction and providing supports for EL students. Additionally K-2 teachers will receive professional learning on implementing Guided Reading. Guided Reading resources have been purchased from the 2021-22 site budget with an approval from both teachers and SSC.

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 2022-23 SPSA.

Modifications based on current evaluation show that all actions will continue at this time. Reassessment will occur before completion of the 2022-23 SPSA. Budget modifications for this year include adding one FTE coach and additional SEL social emotional supports. Special education students will be included in the Academic Recovery block and will receive added instruction following the RTI model. Consideration for maintaining 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. Consider 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 to plan instruction focused on utilizing questions stems and tasks from SBAC targets.

Consider utilizing LCFF funded coach as a math TSA to support math RTI. Math TSA will provide teachers and PLCs support with identifying essential focus standards and conceptual understanding of how to provide targeted math instruction. Math TSA will work with Teaching Fellows to provide Tier 3 math supports during grade level scheduled Math RTI. Math TSA will monitor math data and progress monitor student learning in RTI. The focus will be on SBAC tested grade levels and on ensuring that students understand big 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 and 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. Math TSA will support grade level PLCs in providing rigorous tasks and support teachers with the delivery math lessons and instruction.

Consider adding one primary FTE in order to decrease class size and to ensure students are reading by third grade.

Kinder para will remain employed to support additional 3rd Kinder classroom.

Consider adding the district provided .5 CWA to focus on attendance while the current CWA Tier 2 specialist continues to focus on social emotional supports for students. Staff supports having two CWAs as there is a need at Anthony for students social emotional needs to be met, so that they are available for learning. There is a need for an SEL screener to identify student SEL needs. Staff will be trained on utilizing the screener and the TST team will identify and appropriately prescribe student supports. There is a need for students to goal set and for behavior to be modified by receiving the necessary 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 16th 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 16th 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 staff. Staff will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 16th to review all SPSA data, actions, and budget. We met with Lead teacher on February 17th to get feedback on SPSA and the 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:](#)

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. 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

Explain the Progress Monitoring and data used for this Action

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

1. K-2 Orton Gillingham Reading Instruction
2. Kinder Orton Gillingham Phonics Assessment (given quarterly)
3. ELA IREADY Diagnostic
4. Progress Monitoring every 4-6 weeks for site Response to Intervention
5. Classroom and PLC Observations/Feedback using IPG, iACHIEVE, Teacher/PLC Feedback
6. Student Progress Conferences with Grade Level PLCs and Administrative Team
7. Common CFUs/CFAs, FIABs, IABs
8. SBAC
9. Goal-setting conferences with students
10. 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.
11. Adopted supplemental curriculum (WonderWorks, Wonders Tier 2 resources, IReady Toolbox, Orton Gillingham, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.
12. PL content will include developing capacity in teaching and learning in support of our African American students.
13. PL opportunities for staff will be provided in supporting the engagement, social emotional, and behavioral needs of African American students..
14. Teachers will include 30 minutes of daily ELD instruction utilizing Wonders curriculum.
15. SBAC Targets- teachers will attend site PL on embedding SBAC questions stems aligned to SBAC targets in Quarterly Cycles of Learning.
16. Added one FTE to Grades K-3 for class size reduction.
17. K-2 Guided Reading

Owner(s):

1. K-2 Teachers, TSA
2. KTeachers, 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):

1. 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.
2. 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 Kinder-6th grade students Sept-May 2023. Intervention will be provided by classroom teachers, Teaching Fellows, and Special Education staff.
3. Beginning in September 2021, all Kdgn 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.
4. 1st grade students beginning the 2021-22 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 school.
5. All Kinder-6th grade students will receive small group leveled reading instruction beginning September 2022, including Special Education and English Learner Students.
6. Volunteers will work with students on literacy skills such as sight words and letter sounds during literacy center time within the classroom.
7. Integrated and Designated ELD will be provided to EL students three days a week for 30 minutes a day.
8. 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.

9. First grade class and teacher added to grade level for class size reduction in support of students reading by Third Grade.

10. 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.

11. K-2 teachers will receive professional learning on how to implement and provide instruction using guided reading.

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) have increased opportunities to respond to learning.

Tier 2 = Teachers identify students in African American and Student 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 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:

The school will implement a comprehensive literacy program and rich balance literacy model for K-6th grades focused on meeting grade level literacy standards using the guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessments 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.

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. Classroom observations and feedback using Instructional Practice Guide, IREADY, and site feedback form.
2. Grade Level PLC observations and feedback
3. Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common formative assessments and 3rd-6th grade IABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
5. IREADY Quarterly Diagnostic
6. SBAC Block Assessments for grades 3-6
7. Orton Gillingham Phonics Survey
8. Orton Gillingham Reading Assessment
9. PLC Student Progress Conferences
10. Student goal-setting conferences
11. SBAC
12. Wonders Fluency
13. IREADY resources
14. Monthly SSTs will be held to monitor and support student learning.
15. Grade level planning, professional learning, and data chats of SBAC targets aligned to lessons
16. Utilization of substitute teachers for data chats, planning, SST and PL.
17. K-2 PL on guided reading.

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 EL/D instruction.
3. Students not meeting learning targets will be given additional time and instruction then re-assessed. ELA Instructional Coach 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 min per day 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. ELA Instructional Coach 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 will be purchased through Scholastic.
13. Scholastic 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) 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. An 8 hour Home School Liaisons (morning and afternoon) will support communication between school and parents as well as coordination of parent education to support literacy.
10. ELPAC assessors will assess students using the ELPAC assessment
11. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.
12. 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:](#)

The school will implement a comprehensive Mathematics program for Kindergarten-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

1. Classroom observations and feedback using Instructional Practice Guide, IREADY, and site feedback.
2. Grade Level PLC observations and feedback
3. Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common formative assessments or IAB/FIABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
5. IREADY Diagnostic
6. SBAC Block Assessments for grades 3-6
7. PLC Student Progress Conferences
8. SBAC
9. Student goal-setting conferences
10. Site PL on SBAC Math Targets and tasks aligned to SBAC.
11. Math TSA will support teachers, PLCs, and students.
12. Math RTI for Tier 2/3 students.
13. MLD lesson design.

Owner(s):

1. Principal, Vice Principal
2. Principal, Vice Principal
3. K-6 Teachers, PLCs, TSA
4. K-6 Teachers, PLCs
5. Kinder-6th grade Teachers, PLCs
6. 3rd-6th grade Teachers, PLCs
7. Principal, Vice Principal and PLCs
8. 3rd-6th grade Teachers, PLCs, Student, Administrative Team
9. Teachers, Students, Administrative Team (for selected students)
10. Admin, TSA, Teachers, PLCs
11. Admin, Lead Teachers, teachers, TSA
12. Math TSA, Teaching Fellows, teachers
13. 5th grade teachers, Math TSA

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. Beginning of March
7. Nov and Feb
8. Annually
9. Sept. and Jan.
10. Monthly
11. Daily
12. Daily
13. Monthly

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 TSA will provide plan math instructional supports for students that are 2 or more grade levels below on the Math IReady Diagnostic. Math TSA 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

TSA will monitor student progress and analyze data.

6. 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.

7. 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 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 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. An 8 hour Home School Liaisons 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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Additional Kinder Para	44,650.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.7500	Class size reduction FTE (1st grade)	99,401.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.2500	Class size reduction FTE (1st grade)	33,134.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows to support students in grades K-6	3,601.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction	12,778.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech maintenance	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	20.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies to support instruction	3,416.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Tech to support EL Instruction	3,000.00
G1A2	One-time School	Instruction	Teacher-Subs			Teacher subs for data chats, planning, SSTs, PL	6,028.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials & Supplies to support instruction (No food or incentives)	8,603.00
G1A2	One-time School	Instruction	Nc-Equipment			Tech to support instruction	2,000.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation. Teaching Fellows to support struggling students in grades K-6	67,871.00
G1A2	One-time School	Instruction	Direct-Maint			: Direct maintenance of tech	1,500.00

\$288,002.00

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	✓		87.68 %	2021-2022	92.78 %

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.

2020-21 Student engagement: 96%

Families participate in SSC/ELAC meetings and monthly Parent Coffee meetings with administrators. Parents participate in Parent/Teacher Conferences and Parent University.

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 is received training on trauma informed practices. Student social emotional needs impact student participation. Due to the pandemic and an increase in absenteeism there was a drop in student participation.

Kinder data did not show any student groups who under-represented in student engagement. However, we do know 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 competencies for workplace success. All actions were implemented as planned. The CCT could improve efforts to develop engagements for increased opportunities, identifying 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 2022-23 SPSA.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur prior to the completion of the 2022-23 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 16th 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 16th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the currently 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 staff. Staff will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 16th to review all SPSA data, actions, and budget. We met with Lead teacher on February 17th to get feedback on SPSA and the budget. We plan to meet in March to approve the final plan/budget and complete the currently 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: 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 Character Count Assemblies every quarter. All student will participate in grade level field trips. Sports, basketball, softball, volley ball, track 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 support offered from community resources and flyers will be sent home at various times.

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](#)

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 Character Education 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 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, depending on their grade level.

Specify enhanced services for low-performing student groups:

African American, EL, SPED students will receive mentoring support through the Meaningful 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Monitor participation rate of students attending activities

Measure growth on Student Survey for Self-Efficacy and Growth Mindset

Monitor participation for site Meaningful Work program

Owner(s):

Classroom teachers

Vice principal

RCA, 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 Day where members of the community read to students
4. Leadership Clubs-Aspire Girls and Boys to Men Club
5. Clean Air Quality Grant invites students and community members to become involved in understanding air pollution and particulate matter
6. Kindness Challenge in February
7. 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 Boys to Men and Girl Power clubs.

Specify enhanced services for low-performing student groups:

1. African American students 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	✓		58.53 %	2021-2022	53.93 %
Suspension Rate - Semester 1	✓		2.43 %	2021-2022	1.1 %

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

2020-21 Chronic 25%
 Current year Chronic 44%

Chronic Absenteeism (African American)

2020-21 Chronic 41%
 Current year Chronic 51%

Chronic Absenteeism (English Learners)

2020-21 Chronic 20%
 Current year Chronic 42%

Chronic Absenteeism (Hispanic)

2020-21 Chronic 25%
 Current year Chronic 45%

Chronic Absenteeism (Homeless)

2020-21 Chronic 76%
 Current year Chronic 80%

Chronic Absenteeism (Students with Disabilities)

2020-21 Chronic 34%

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. 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. We recieved ongoing support from the African American Attendance Team. The team met with the VP to provide supports to students and families.

Chronic Absenteeism (English Learner)

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 English Learners 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. 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. Additional support is needed in meeting the needs of our Homeless students who are chronically absent.

Current year Chronic 53%

Classrooms were scheduled to participate in attendance competitions to earn Perfect Attendance incentives however it was postponed due to the pandemic and the number of students placed on quarantine (124 students second semester). 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. 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 CWA 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. The RCA, HSL, and CWA focused on 48 students. 39 students made significant gains in their attendance and academics. The school nurse contacted families of chronic and severely chronic students who had medical concerns. Administrators met monthly with the African American Attendance Team to collaborate on support for African American students that were chronically/severely chronically absent. The team focused on 12 targeted students to provide supports for both the student and families. Weekly meetings were held with the Attendance Team which included the VP, OA, School Psychologist, RCA, HSL, and CWA. The team met to offer supports to targeted students. HSL provided weekly supports to a targeted group of students.

Suspensions students with 1 or more

2020-21- 0 students

Current Year-3 students

Suspension students with 1 or more (African American)

2020-21-0

Current Year-)

Suspension students with 1 or more (students with disabilities)

2020-21-0

Current Year-1

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 meetings. Students participate in school wide activities and events promoting character development and positive behavior. Students participated in Anthony jobs forming connections with adults on campus. TST team met monthly to discuss targeted students and provide appropriate social emotional supports. CWA 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 counselor through referral process developed by TST team. Over 42 student referrals were made to the CWA for student trauma, bereavement, or depression. The school psychologist developed over 10 wellness plans for students that had thoughts of suicide or were referred for self harm. SST referrals were made for students to be on BSP, counseling, or 504 plans. There were 6 student referrals to ICET, and three students were placed at Phoenix. 22 students were referred to All 4 Youth counselor for trauma, bereavement, neglect, depression, self-harm, or family issues.

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

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.

Suspensions students with 1 or more

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Teachers provided weekly Second Step Meetings. The RCA and CWA met with students who displayed behaviors and provided restorative meetings and social emotional supports.

Suspensions students with 1 or more (African Americans)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Teachers provided weekly Second Step Meetings. The RCA and CWA met with students who displayed behaviors and provided restorative meetings and social emotional supports. Staff needs training on providing social emotional supports.

Suspensions students with 1 or more (Students with Disabilities)

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. Teachers provided weekly Second Step Meetings. The RCA and CWA met with students who displayed behaviors and provided restorative meetings and social emotional supports.

Meetings, art lessons, assemblies, PE, field trips, history, science, and CORE subjects in the general education setting. As a result, the least restrictive environment were increased providing all students with inclusive practices and opportunities to interact and learn with grade level peers.

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. All 4 Youth 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, CWA, HSL, school psychologist, admin, and All 4 Youth counselor. CWA and HSL review attendance data and provide supports to students who are chronically absent.

Chronic Absenteeism-We were identified as a TSI school in 2019-20 based on our chronic absenteeism rate. The VP holds weekly attendance meetings with the Office Assistant, CWA, HSL, and RCA to review attendance data and to provide supports for students who are chronically absent. The VP works with families to provide incentive and supports. The VP leverages support from Project Access, DPI, social workers, and the African American Attendance Team to provide supports to families of students who are chronically absent. Chronic students meet weekly with the HSL and RCA to goal set on improving attendance.

Suspension-3 students were suspended this year.

Suspension-We were identified as a TSI school based on our suspension rate. We focused on student behaviors and SEL needs by developing our TST team and ensuring that teachers provide a safe and learning environment by implementing Morning Meetings and Second Step lessons with fidelity. In 2020-21, we had 0 suspensions and this year 3 students have been suspended. The significant 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: Morning Meetings, field trips, assemblies, recess, ASES, art, music/band, library, and during CORE subjects per 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 2022-23 SPSA.

Modifications based on current evaluation show that all actions will continue at this time. Reassessment will occur before the completion of the 2022-23 SPSA. Budget modifications for next year may include adding FTE or contracts for additional social emotional support. SEL survey data will be shared site-wide and with families.

Chronic absenteeism: We will implement differentiated supports for our target 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 to support our students who are chronically absent.

Social Emotional Learning: We developed our TST team consisting of our school psychologist, All 4 Youth counselor, Admin, CWA, TSA, HSL, and RCA. We held 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

2 ELAC:

We will utilize this document and IReady diagnostic data to share

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 16th 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.

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 16th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the currently 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.

with staff. Staff will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 16th to review all SPSA data, actions, and budget. We met with Lead teacher on February 17th to get feedback on SPSA and the budget. We plan to meet in March to approve the final plan/budget and complete the currently 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: Social/Emotional Supports

[Action Details:](#)

The school will implement a schoolwide focus on improved student attendance and reducing suspensions. In addition, there will be a school wide focus on providing students social emotional support through our Targeted Support Team. All 4 Youth will work with staff and students to provide increased social-emotional support and collaborate with a 6 hour Resource Counseling Assistant, and a CWA Tier 2 Specialist to provide staff professional learning on trauma informed practices and social emotional supports for students. The TST Team consisting of the school psychologist, CWA Tier 2 Specialist, All 4 Youth Counselors, RCA, and administrators will meet monthly to review data from the SEL screener (Mini DESSA) ensure that students are provided the necessary supports and resources to meet their varied SEL needs. The CWA Tier 2 Specialist and RCA 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 RCA will meet with students to increase positive behavior and connectedness to school. The CWA Tier 2 Specialist will work with staff and students to provide increased social-emotional support and collaborate with RCA, 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. A.5 CWA will monitor attendance and work with families to determine needs and supports for improved attendance, and she will hold weekly attendance meetings with students to engage students and increase attendance. Admin will collaborate with the African American Attendance Team 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. An 8 hour 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

1. Child Welfare Attendance 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.
2. The Child Welfare Attendance 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 SPED and African American students
3. Teachers will use positive attendance charts, classroom tickets or other tools to monitor positive attendance. CWA will meet with students who are chronically absent and provide goals and incentives to increase attendance.
4. Administrators will meet with office staff to ensure and monitor attendance protocols
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.
6. Classroom routines and expectations (CHAMPS) will follow the agreed upon levels of misbehavior, utilize Atlas to document behaviors and communicate with RCA and Tier 2 Specialist to support Tier 2 students.
6. Administrative team will monitor Goal 2 participation
7. Resource Counseling Assistant and Tier 2 Specialist will monitor correlation between students participating in Connections and Meaningful Work and office referrals
8. RCA and Tier 2 Specialist counselor will support Tier 2 students
9. Tier 3 students will meet with All 4 Youth Counselor
10. Morning Meetings Tier 1 SEL
11. Cultural Proficient Instruction
12. African American Attendance Team will provide support with African American students who are chronically absent.
13. All students take the Mni DESSA to identify students that need supports. TST Team will meet and plan student supports.
14. TST Team will progress monitor student supports in monthly meetings.

Owner(s):

1. Child Welfare Attendance Specialist/HSL
2. Child Welfare Attendance Specialist/HSL
3. Classroom Teachers
4. Principal, Vice Principal
5. Principal, Vice Principal
6. Resource Counseling Assistant
7. Culture & Climate Team
8. Hand in Hand Mentoring, Principal, vice principal, psychologist
9. Onsite Counseling, principal, vice principal, psychologist
10. CCT
11. Teachers, PLC, CCT, VP, Principal
12. Admin, teachers, community liaison
13. TST /Teachers/Students
14. TST/Admin

Timeline:

1. Daily
2. Quarterly
3. Daily
4. Weekly
5. Quarterly
6. Quarterly
7. Monthly
8. Monthly
9. Monthly
10. Monthly
11. Monthly
12. Monthly
13. Beginning of year/monthly
14. Monthly

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, Resource Counseling Assistant, Child Welfare Attendance 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. Character Education 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 Specialist will support students with Tier 2 interventions and supports. (CWAS)

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 Child Welfare Attendance Specialist (CWAS) 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 CWAS and HSL will also provide positive incentives for EL students who show improvement in attendance, academic progress and behavior.

The Resource Counseling Assistant (RCA) will assure that EL students are participating in the Meaningful Work Program and the Connections Program. She will also assist with communication with parents of EL students who are Hmong 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 RCA during recess-Shuttle

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

Goal 4 low performing sub groups:

Attendance- These students will meet weekly with HSLs:

- 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

2022-2023 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	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA Trini Diaz	48,520.00
G3A1	One-time School	Other Pupil Services	Cons Svc/Oth			Fun Works : Fun Works Assemblies	3,850.00

\$52,370.00

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	✓		97.42 %	2021-2022	98.52 %

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.
- 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 Staff Survey Results:

Academic and SEL: 99%

Family Engagement: 99%

Organizational Environment: 98%

School Environment: 99%

Student Engagement: 97%

Student Wellness: 100%

Student centered Real World: 97%

Fall Staff Survey Organizational Climate: 98% FUSD: 89% FUSD Elementary Schools: 90% We surpassed the district data, so we will focus on a site defined goal.

Site defined goal: Staff rated student opportunities for participation at 88%. We will increase staff rating of this goal to 95%.

Student Survey Results:

Academic and SEL: 92%

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 with 10-2 check ins.

Continue to utilize inclusive practices.

SPED students will continue to participate in inclusion.

Family Engagment: 81%
Organizational Environment: 96%
School Environment: 77%
Student Engagment: 90%
Student Wellness: 83%
Student centered Real World: 88%
Site defined goal: School Environment: 77% While this catogory is higher than FUSD rating of 73%, our staff would like to make this an area of focus.
Q4 Bullying and harrassement: 69%
Q5 Verbal bullying: 58%
Goal to increase 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 SEL 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 PLCs 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 2022-23 SPSA.

Based on steps one and two, when there are positions open during the 2022-21 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 2022-23 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 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:

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 16th 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 16th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the currently 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 staff. Staff will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 16th to review all SPSA data, actions, and budget. We met with Lead teacher on February 17th to get feedback on SPSA and the budget. We plan to meet in March to approve the final plan/budget and complete the currently 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 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. Growth Mindset Book study
5. PL Needs Assessment
6. Growth Mindset Training
7. 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 and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

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. Growth Mindset Book by Carol Dweck book study.

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

6. Climate and Culture Team and school psychologist will plan and implement Growth Mindset professional learning for staff.

7. 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 Professional Development or Staff Services to support 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 Professional Development or Staff Services 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 our African American and SPED students.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			: Direct Food	4,000.00

\$4,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		88.42 %	2021-2022	94.52 %

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 91%

Early Learning 94%

Family Engagement 89%

Organizational Environment 94%

School Environment 94%

Student Engagement 83%

Student Wellness 94%

Site defined goal increase student engagement by 7% on Family Survey.

On Family Surveys, parents rated students having opportunities to be a part of school activities at 75%. Provide opportunities for student to join clubs, participate in sports, intramural sports, and be a part of the Meaningful Work program.

Communication with families:

- School Messenger
- Newsletter
- Peach Jar
- Email
- SSC/ELAC
- Parent Coffee

Parent Survey Site Defined

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

Parent Survey: Student engagement

Due to COVID restrictions and the pandemic, elementary school sports were paused for the first semester.

Field trips and clubs were paused first semester due to COVID restrictions and the pandemic.

Parent Survey Site Defined

Q6 Updates on student progress: 81%

There was a decrease in the number of parents that attended Parent/Teacher conferences and SSTs.

- Family Engagement: 89%
- Q6 Updates on student progress: 81% Parents receive communication from teachers on Class DOJO, progress reports, report cards, Parent/Teacher Conferences, and SSTs.

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/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, etc.) Families and community members will be encouraged to attend the school carnival. Increase communication to families about student progress and actively engage students in participating in students academics.

In order to increase opportunities for students to be engaged in activities, clubs, and sports in school we will ensure that all students participate and are engaged in extra curricular activities. We will encourage student participation by actively involving parents. Staff will collaborate with parents to ensure that activities are engaging to students and staff will enlist student voice in determining activities at student interest level.

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 2022-23 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:

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 16th 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 16th to review all SPSA data, actions, and budget. We plan to meet in March to approve the final plan/budget and complete the currently 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 staff. Staff will be asked to provide current actions and suggestions to shifts in actions. We held an SSC meeting on February 16th to review all SPSA data, actions, and budget. We met with Lead teacher on February 17th to get feedback on SPSA and the budget. We plan to meet in March to approve the final plan/budget and complete the currently 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:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. Parent Conferences
2. Awards Assemblies
3. Funworks Assemblies
4. Athletics 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 and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

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 Direct Service and Opportunities for parents and families to support EL students:

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

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.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement materials and supplies (no food or incentives)	1,708.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Child care for parent meetings	1,963.00
G5A1	LCFF: EL	Instruction	Direct-Food			: Direct Food	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies-Food for SSC, ELAC, Parent Meetings	2,800.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: HSL Mileage	50.00
G5A1	One-time School	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings.	2,355.00

\$10,876.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0015 Anthony Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Additional Kinder Para	44,650.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.7500	Class size reduction FTE (1st grade)	99,401.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.2500	Class size reduction FTE (1st grade)	33,134.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows to support students in grades K-6	3,601.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction	12,778.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech maintenance	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	20.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies to support instruction	3,416.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Tech to support EL Instruction	3,000.00
G1A2	One-time School	Instruction	Teacher-Subs			Teacher subs for data chats, planning, SSTs, PL	6,028.00
G1A2	One-time School	Instruction	Mat & Supp			: Materials & Supplies to support instruction (No food or incentives)	8,603.00
G1A2	One-time School	Instruction	Nc-Equipment			Tech to support instruction	2,000.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation. Teaching Fellows to support struggling students in grades K-6	67,871.00
G1A2	One-time School	Instruction	Direct-Maint			: Direct maintenance of tech	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA Trini Diaz	48,520.00
G3A1	One-time School	Other Pupil Services	Cons Svc/Oth			Fun Works : Fun Works Assemblies	3,850.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Direct Food	4,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement materials and supplies (no food or incentives)	1,708.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Child care for parent meetings	1,963.00
G5A1	LCFF: EL	Instruction	Direct-Food			: Direct Food	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies-Food for SSC, ELAC, Parent Meetings	2,800.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileag			: HSL Mileage	50.00
G5A1	One-time School	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings.	2,355.00

\$355,248.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,959.00
Sup & Conc	7090	\$168,682.00
LCFF: EL	7091	\$44,400.00
One-time School	7099	\$92,207.00
Grand Total		\$355,248.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$288,002.00
G3 - Increase student engagement in their school and community	\$52,370.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$4,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$10,876.00
Grand Total	\$355,248.00