

**Anthony Elementary**

10621666111231

Principal's Name: Katie Navarrette

Principal's Signature:

A handwritten signature in blue ink that reads "Katie Navarrette". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<b>District Goals</b>	
<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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Katie Navarrette	X				
2. Chairperson - Michelle Brown		X			
3. Teacher – Crystal Parkes		X			
4. Secretary – Blanca Reynoso		X			
5. Paraprofessional – Moises Jauregui			X		
6. Parent – Yesenia Gonzalez				X	
7. Parent- Benita Vasquez Rios				X	
8. Parent- Arabelle Deciderio				X	
9. Parent- Fabiola Garcia				X	
10. Parent- Alana Garcia				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name: Anthony Elementary</b>			
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
<b>Principal</b>	Katie Navarrette		4/24/2025
<b>SSC Chairperson</b>	Michelle Brown		4/24/2025

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

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

FY 2025/26

Addams - 0005

**ON-SITE ALLOCATION**

3010	Title I	\$99,084 *
7090	LCFF Supplemental & Concentration	\$310,980
7091	LCFF for English Learners	\$135,828

**TOTAL 2025/26 ON-SITE ALLOCATION** **\$545,892**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,872
Program Budget	\$96,212
Total Title I Allocation	<u>\$99,084</u>

**ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)**

## Anthony Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-40 pts	-39.5 pts	2023-2024	-24.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	46 %	36.1 %	2023-2024	41.1 %
SBAC Math - Average distance from standard	✓	-55 pts	-50.8 pts	2023-2024	-35.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	50 %	33.5 %	2023-2024	38.5 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on SBAC data, students are not performing at grade level in ELA or Math. SWD and AA student groups are performing below the school average.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Students need to improve in foundational skills in primary grades
2. Students need effective differentiation during Tier I and Tier II instruction

3. Fidelity to instructional best practices needs to improve

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Professional learning and implementation support for foundational skills, differentiated instruction and intervention. Differentiated support structures include expansion of LETRS implementation throughout K-2, foundational skills Tier II instructional support in grades 3-6, and universal focus on best practices for effective Tier I instruction.
2. Intervention, including tutoring, needs to be provided to identified students using multiple measures and regular progress monitoring.
3. PLC+ Implementation support for instructional best practices and data analysis.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Reading by 3rd Grade

Partially Implemented

The actions for Reading by 3rd Grade were partially implemented. Teachers were trained on the various programs throughout the year resulting in staggered implementation of actions. Those actions that were implemented are in the early stages of execution, with mastery of the various structures expected to take multiple years.

Action 2: English Language Arts Program for K-6th Grade Students

Partially Implemented

The actions for ELA Program were partially implemented. Teachers were trained on the various programs throughout the year resulting in staggered implementation of actions. Those actions that were implemented are in the early stages of execution, with mastery of the various structures expected to take multiple years. In addition, Tier II and Tier III intervention execution were inconsistent between classrooms and grade levels.

Action 3: Mathematics Program for K-6th Grades

Partially Implemented

The actions for Math Program were partially implemented. Tier I instruction is inconsistent and lacking foundational skills at primary grades, especially with mathematical fluency. Understanding the aspects of Rigor and the alignment of procedural, conceptual and application within the standards is not clear. Tier II and Tier III intervention execution were inconsistent between classrooms and grade levels.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Reading by 3rd Grade

Partially Effective

Actions were partially effective. iReady data shows that as of D2, Kinder students have achieved 62% of their targeted instructional growth, while 20% have met their annual growth targets; 1st grade students have achieved 67% of their targeted instructional growth, while 20% have met their annual growth targets; 2nd grade students have achieved 72% of their targeted instructional growth, while 27% have met their annual growth target; and 3rd grade students have achieved 17% of their instructional growth, while 17% have met their annual growth targets. Overall we are seeing a decrease in students needing Tier III intervention support.

Data for BAS and Dibels are parallel for grades K-2. Data on IABs for grade 3 show similar performance to iReady results.

Action 2: English Language Arts Program for K-6th Grade Students

Partially Effective

Actions were partially effective. iReady data shows that as of D2, 4th grade students have achieved 81% of their targeted instructional growth, while 43% have met their annual growth targets; 5th grade students have achieved 41% of their targeted instructional growth, while 31% have met their annual growth targets; and 6th grade students have achieved 100% of their targeted instructional growth, while 52% have met their annual growth targets. Overall we are seeing a decrease in students needing Tier III intervention support.

Data for IABs for grades 4-6 show varied performance depending on the standard assessed

Action 3: Mathematics Program for K-6th Grades

Partially Effective

Actions were partially effective. iReady data shows that as of D2, Kinder students have achieved 71% of their targeted instructional growth, while 30% have met their annual growth targets; 1st grade students have achieved 79% of their targeted instructional growth, while 33% have met their annual growth targets; 2nd grade students have achieved 81% of their targeted instructional growth, while 39% have met their annual growth target; and 3rd grade students have achieved 34% of their instructional growth, while 10% have met their annual growth targets; 4th grade students have achieved 41% of their targeted instructional growth, while 13% have met their annual growth targets; 5th grade students have achieved 39% of their targeted instructional growth, while 24% have met their annual growth targets; and 6th grade students have achieved 60% of their targeted instructional growth, while 40% have met their annual growth targets. Overall we are seeing a decrease in students needing Tier III intervention support.

Data for IABs for grades 4-6 show varied performance depending on the standard assessed.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to implement our literacy actions from this year with coaching support to improve mastery and fidelity between grades and classrooms. We will improve fidelity of progress monitoring for RTI students and provide targeted intervention in class and through contracted supports.

We will increase opportunities for mathematical literacy and fluency, including staff PL, to support implementation. Supports to include POD, explanation of reasoning and regular engagement through the Mathematical Practices.

Writing will be a site-wide common challenge emphasizing authentic writing in grades K-2 and genre writing in alignment with SBAC Performance Tasks.

**Section D: 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.

**SSC:**

Would like additional support opportunities via after school program to increase academic performance

Would like increased parent engagement opportunities including: supporting students education, reading support, math support, SEL support

**ELAC:**

Supportive of targeted interventions for all EL students, but especially for those close to redesignation and newcomers.

Would like additional support to be available after school to increase language acquisition opportunities.

Would like additional support for parents to assist children in learning.

**Staff:**

Support for those who are extreme Tier III intervention students requested.

Continue with EL supports

**Action 1 :**

## English Language Arts Instruction for K-6th Grade Students

**Action Details:**

By the end of the 2025-2026 school year, there will be a 10% increase, from 20 to 30% in K, 20 to 30% in 1st, 27 to 37% in 2nd, in students meeting growth targets at each grade level for reading in grades K-2 based on iReady scores, while Dibels and Guided Reading progress will be actively monitored. Teachers will focus on instruction using a structured literacy approach and language comprehension, reading fluency and transition to writing through whole and small group instruction. A literacy program based on the Science of Reading will be utilized, which program components may include, but are not limited to:

- LETRS Instructional Design
- Dibels
- Orton Gillingham
- Heggerty
- Small-Group Structured Literacy Instruction

By the end of the 2024-2025 school year, there will be a 10% increase, from 17 to 27% in 3rd, 43 to 53% in 4th, 31 to 41% in 5th, and 52 to 62% in 6th, in students meeting growth targets at each grade level based on iReady and CAASPP F/IAB for students in grades 3-6. This ELA work will expand from the efforts in grades K-2 to increase complexity of text, comprehension and writing skills.

Utilizing the PLC + process, grade level and problem of practice teams will identify common misconceptions, strategically design instruction around the essential standards and monitor progress towards learning targets to ensure appropriate rigor, lesson clarity and scaffolding support. Appropriate Tier II and Tier III intervention to be provided by the classroom teacher or support staff to targeted student groups. Grade level PLCs will work together to analyze progress monitoring tools to determine grouping and instructional moves for classroom small group reading instruction and RTI. Students not meeting growth targets at given intervals will be identified for small group instruction, with targeted skill development and progress monitoring. Early Learning standards assessments and benchmarks will be monitored to ensure early learning readiness for Kindergarten.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- All students will participate in a minimum of 120 minutes per day of Language Arts instruction using the guaranteed and viable curriculum, cycles of learning that include identification of essential standards, learning targets, common formative assessments and complex text, talk and tasks including both process writing and daily writing.
- K-2 instruction will expand on the implementation of LETRS training throughout the grade levels with specialized supports aligned with the identified instructional strategies
- Grades 3-6 will continue to align good first Tier I instruction with the priority standards in SBAC. Grades 3-6 will also continue to work on small group instruction for both Tier I and II differentiated learning.
- EL students will receive integrated and designated ELD instruction.
- Identified students will participate in intervention/small group instruction
- (Sept 2025-May 2026) RTI support will be provided by classroom teachers, Teaching Fellows, and Special Education staff
- Teachers will receive professional learning and coaching on how to implement and provide instruction using instructional best practices and small group instruction for Tier I instruction, identified student populations and

students not meeting learning goals

- Additional support will be provided with the help of Literacy Mentors (Kinder-1st) and other groups/organizations to support literacy and language acquisition.
- Supplemental contracts will be provided for certificated and classified staff to support with foundational skills.
- Teachers will share assessment data with students during goal-setting conferences after benchmark assessments to set growth and stretch growth goals, including EL Redesignation.
- Materials and supplies including text, technology, instructional materials and incentives will be utilized to support student learning

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

---

- Teachers will utilize best practices in support of academic language acquisition and the California English Learner Roadmap.
- Professional learning will be provided to deepen understanding of ELA/ELD standards and use of GVC to provide ELD instruction including appropriate instructional design and interventions based on specific English Language proficiency levels that support all English Learners, including Newcomers, Long-term English learners and at-risk English learners.
- Students will have access to instruction in foundational skills, small group reading instruction and targeted intervention and support
- Quarterly monitoring of RFEP students
- Teachers will know all EL students and present levels in their classroom and meet with students for goal setting and progress monitoring
- ELD instruction for 30 minutes a day
- Teachers will disaggregate data on CFA, IAB, and iREADY, BAS, and Dibels for EL students and students in identified sub-groups to support instructional moves

## Student Groups

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

**English Learner (EL):**

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

**Students with Disabilities (SWD):**

Training and coaching of para professionals, instructional aides and support staff to support the instructional needs of students with disabilities.

**African American (AA):**

Intervention support staff will be selected and trained to provide targeted support to students not meeting academic growth goals.

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

**English Learner (EL):**

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

**Students with Disabilities (SWD):**

Training and coaching of para professionals, instructional aides and support staff to support the instructional needs of students with disabilities. Intervention support staff will be selected and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Development and ELA.

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

**English Learner (EL):**

All data analysis tools and protocols to include identifying needs for student groups including EL students at their present levels. Regular progress monitoring of EL population to ensure adequate progression

**Students with Disabilities (SWD):**

Tracking of student data through benchmarks and other data collection methods to monitor student success and development. Utilization of curricular benchmarks, iReady and other diagnostics as appropriate to design instructional experiences. Increase inclusion and general education opportunities, where appropriate, based on the benchmark data. All data analysis tools and protocols to include identifying needs for student groups including SWD.

**African American (AA):**

All data analysis tools and protocols to include identifying needs for student groups including AA students. Provide targeted small group instruction and guided reading to support growth goals.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Instructional walk throughs and feedback will support the implementation and coaching of instructional focus and strategies.

Walk throughs will show evidence of implementation of targeted strategies in 75% or more of observations (K-2:foundational skills, ELD: language acquisition, 3-6: rigor)

Data monitored by Teachers, PLCs, ILT, Admin

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Students will demonstrate growth on iReady, with 40% of students meeting their stretch growth targets by D3.

Data monitored by Teachers, PLCs, Admin and ILT

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Reduction of DFS for students by at least 15 points, site-wide 39.5to 24.5.

Data to monitored by Teachers, PLCs, ILT and Admin

**Action 2 :**

## Mathematics Instruction for K-6th Grades

### Action Details:

By the end of the 2024-2025 school year, there will be a 10% increase, from 30 to 40% in K, 33 to 43% in 1st, 39 to 49% in 2nd, 12 to 22% in 3rd, 13 to 23% in 4th, 24 to 34% in 5th, 60 to 70% in 6th, in students achieving growth targets at their appropriate grade level based on iReady and CAASPP F/IAB. Utilizing the PLC + process, grade level and problem of practice teams will identify common misconceptions, strategically design instruction around the essential standards and monitor progress towards learning targets to ensure appropriate rigor and on a daily/weekly basis. The eight Math Practices will be incorporated in Tier I instruction to support conceptual understanding, procedural practice, application and the communication of reasoning in Mathematics. Appropriate Tier II and Tier III intervention to be provided by the classroom teacher or support staff to targeted student groups. Early Learning standards assessments and benchmarks will be monitored to ensure early learning readiness for Kindergarten.

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

### English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse, Fluency, and Mathematical Practices
- Use of Math manipulatives, visual support and opportunities for group and partner interaction
- Quarterly monitoring of RFEP students
- Teachers will know who their EL students, current levels and targets for the year
- Teachers will disaggregate data on CFA, IAB, and iREADY, BAS, and Dibels for EL students and students in identified sub-groups to support instructional moves

## Student Groups

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

#### English Learner (EL):

We plan to support English learner students by providing targeted EL Support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be selected and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Development and Mathematical Discourse and Fluency.

#### Students with Disabilities (SWD):

Training and coaching of para professionals, instructional aides and support staff to support the instructional needs of students with disabilities.

#### African American (AA):

Intervention support staff will be selected and trained to provide targeted support to students not meeting academic growth goals.

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

**English Learner (EL):**

We plan to support English learner students by providing targeted EL Support in addition to integrated and designated ELD in Tier I instruction. Intervention support staff will be selected and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Development and Mathematical Discourse and Fluency.

**Students with Disabilities (SWD):**

Training and coaching of para professionals, instructional aides and support staff to support the instructional needs of students with disabilities. Intervention support staff will be selected and trained to provide targeted support at the identified language acquisition levels to accelerate growth in Language Development and Mathematics.

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

**English Learner (EL):**

All data analysis tools and protocols to include identifying needs for student groups including EL students at their present levels. Regular progress monitoring of EL population to ensure adequate progression

**Students with Disabilities (SWD):**

Tracking of student data through benchmarks and other data collection methods to monitor student success and development. Utilization of curricular benchmarks, iReady and other diagnostics as appropriate to design instructional experiences. Increase inclusion and general education opportunities, where appropriate, based on the benchmark data. All data analysis tools and protocols to include identifying needs for student groups including SWD.

**African American (AA):**

All data analysis tools and protocols to include identifying needs for student groups including AA students. Provide targeted small group instruction and guided reading to support growth goals.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Instructional walk throughs and feedback will support the implementation and coaching of instructional focus and strategies.

Walk throughs will show evidence of implementation of targeted strategies in 75% or more of observations (K-2:foundational skills, ELD: language acquisition, 3-6: rigor)

Data monitored by Admin and ILT

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Students will demonstrate growth on iReady, with 50% of students meeting their stretch growth targets by D3.

Data monitored by Teachers, PLCs, Admin and ILT

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Reduction of DFS for students by at least 15 points, site-wide 50.8 to 35.8

Data to monitored by Teachers, PLCs, ILT and Admin

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics Also G1A1, G1A2	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD: External vendors for student events Also G1A2,G3A1	5,000.00
G1A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Mileage G1A1,G1A2	800.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows Also G1A2, G1A3	47,972.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs - SST, IEPS, CCT, Grade Level Planning, etc. Also G1A1, G1A3, G3A1	18,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS, Boost, Amplify, MClass	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin G1A3	1,500.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Classified Extra Support Also G1A1, G1A2	7,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance Also G1A2	5,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: EL Materials and Supplies Also G1A1,G1A2, G2A2	2,687.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows Also G1A1, G1A2	35,708.00

**\$126,167.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	93 %	87.4 %	2024-2025	88.5 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Student responses on the Fall Climate & Culture Survey showed an increase of 2% in the student-centered/real-world experiences domain.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Students not identifying as able to change or improve
2. Students not seeing the connections between experiences and real-world life
3. Opportunities for involvement were limited

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Increased focus on SEL instruction and implementation, utilizing the SEL competencies and directly teaching SEL skills
2. Lack of understanding and ability to explain relevance of experience to students in a student friendly way
3. Coaches, mentors, and club advisors were not available to support expanding student interests

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Exposure to Careers

Partially Implemented

The actions were partially implemented. All students, including SWD, had the opportunity to participate in field trips and on-site experiences. Staff availability to support Meaningful Work program and limited curriculum availability for students groups limited some aspects of implementation. Lack of fidelity to SEL program lead to mixed results in students belief in self.

Action 2: Cocurricular Activities

Partially Implemented

The actions were partially implemented. Although there was an increase in student co-curricular opportunities, some were inconsistent in their execution and support. Coaches, mentors and advisors were limited resulting in not being able to field complete teams or programs.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Exposure to Careers

Partially Effective

Every student had the opportunity to attend at least one field trip. Students also had the opportunity to engage in site-based activities and events. These events and activities did not always connect with students as exposure to the real-world.

Action 2: Cocurricular Activities

Partially Effective

All students had the opportunity to participate in co-curricular activities. Music was successfully implemented for K-6 grades and at least one athletic team was fielded per quarter. Club participation was limited based on the availability of advisors.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Increase Staffing support to expand opportunities for meaningful work and co-curricular programs. Expand training on curriculum for Tier II groups to support students with enhanced needs. Fidelity to SEL program and instructional components using the DESSA, Second Step, and other SEL resources.

**Section D: 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.

**SSC:**

Updated jerseys requested  
More communication about teams, games and timelines requested

**ELAC:**

Continue to add clubs that support multicultural understanding  
Experiences scheduled to not conflict with academic support

**Staff:**

Be mindful of academic instructional blocks when scheduling co-curricular activities

**Action 1 :**

## Exposure to Careers

**Action Details:**

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

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

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

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

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

## Student Groups

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

**English Learner (EL):**

Increase staff availability and contracts to support experiences

**Students with Disabilities (SWD):**

Provide para training, support and contracts to increase participation of SWD

**African American (AA):**

Conduct recruitment activities to expand the participation of various student subgroups including AA students

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

**English Learner (EL):**

Increase staff availability and contracts to support experiences

**Students with Disabilities (SWD):**

Provide para training, support and contracts to increase participation of SWD

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

**English Learner (EL):**

HSL and support staff to work with parents to better understand opportunities available to students and to provide appropriate supports for students at a variety of language levels.

**Students with Disabilities (SWD):**

Work with parents and staff to support student participation in a variety of events. Work with various departments and the site team to ensure sub coverage and/or support so that students have the opportunity to participate with appropriate support and to decrease parent apprehension over involvement.

**African American (AA):**

Specific recruitment activities to expand participation in all activities.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Clear recruitment activities and program guidelines to be utilized for student recruitment and parent communication.</p> <p>Student rosters and participation will be monitored using Atlas reporting tools.</p> <p>Data monitored by Admin, CCT, ASP, Tier II</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Quantity of offerings and student participation rates will be monitored and analyzed quarterly using Atlas Engagement Tool. Analysis will include a breakdown of student groups and overall site participation.</p> <p>Data monitored by Admin, CCT, ASP, Tier II</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Climate &amp; Culture Survey data for Student Connectedness to school and Student Mindset will improve.</p> <p>Data monitored and analyzed by CCT, Admin, ASP, Tier II after each survey completion.</p>

**Action 2 :**

## Cocurricular Activities

**Action Details:**

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

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

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

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

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

## Student Groups

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

**English Learner (EL):**

Increase staff availability and contracts to support experiences

**Students with Disabilities (SWD):**

Provide para training, support and contracts to increase participation of SWD

**African American (AA):**

Conduct recruitment activities to expand the participation of various student subgroups including AA students

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

**English Learner (EL):**

Increase staff availability and contracts to support experiences

**Students with Disabilities (SWD):**

Provide para training, support and contracts to increase participation of SWD

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

**English Learner (EL):**

HSL and support staff to work with parents to better understand opportunities available to students and to provide appropriate supports for students at a variety of language levels.

**Students with Disabilities (SWD):**

Work with parents and staff to support student participation in a variety of co-curricular programs. Work with various departments and the site team to ensure sub coverage and/or support so that student have the opportunity to participate with appropriate support and to decrease parent apprehension over involvement.

**African American (AA):**

Specific recruitment activities to expand participation in programs, especially those expressed in student interest

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Clear recruitment activities and program guidelines to be utilized for student recruitment and parent communication.

Student rosters and participation will be monitored using Atlas reporting tools.

Data monitored by Admin, CCT, ASP, Co-curricular leads

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Quantity of offerings and student participation rates will be monitored and analyzed quarterly using Atlas Engagement Tool. Analysis will include a breakdown of student groups and overall site participation.

Data monitored by Admin, CCT, ASP, Co-curricular leads

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Climate & Culture Survey data for Student Connectedness to school and Student Mindset will improve.

Data monitored and analyzed by CCT, Admin, ASP, co-curricular leads after each survey completion.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Also G1A2, G1A3, G3A1	8,000.00

**\$8,000.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		38.6 %	2023-2024	38 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		49.1 %	2023-2024	48.5 %
Suspension Rate	✓	2 %	5 %	2023-2024	4.67 %
Suspension Rate - (Students w/ Disabilities)	✓		8 %	2023-2024	7.67 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics, we have met our goal for chronic attendance, but still have families of students who are regularly absent. Early intervention for these families is necessary.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Lack of family knowledge in the importance of regular attendance
2. Transportation
3. Lack of use of STIS for family emergencies and travel needs.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Regular attendance and truancy meetings to identify individual familial issues. Education and data on the impact of absences on learning, including long-term impact.
2. Increase knowledge of city bus system and offering of bus passes for families to accompany students to and from school on the city bus

3. Early contact with families to address issues and offer STIS where appropriate

### Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Social/Emotional Supports

Partially Implemented

Actions are partially implemented. TST team meets at least 3 times per month to address attendance and behavior concerns. Attendance rates have increased to close to pre-pandemic levels. HSL tracking, parent meetings and communication, and home visits for attendance were limited due to staffing vacancy. Fidelity of CHAMPS and SEL instruction, including Morning Meetings, is mixed. Tier II curriculum training was limited and mini DESSA training did not happen until March resulting in a delay in implementation.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Social/Emotional Supports

Partially Effective

The actions implemented resulted in increased attendance and the meeting of our attendance goals. Improved implementation of identified actions will support achieving attendance rates at or above pre-pandemic levels.

### Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of our data and analysis we will continue with the planned actions. We are in the process of hiring a HSL and the Tier II Specialist is getting curriculum training from DPI.

### Section D: 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.

SSC:

Parent knowledge of the importance of attendance

ELAC:

HSL hosting parent meetings and conducting home visits to support families.

Staff:

Need to understand attendance and SARB process  
Need to hire HSL vacancy

## Action 1 :

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

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

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

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

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

Subs will be provided for quarterly CCT planning.

#### English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

### Student Groups

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

**Students with Disabilities (SWD):**

Strategic development of engagement opportunities, including student support and supervision, to allow parents to engage with the school community.

**African American (AA):**

Targeted recruitment and event design to expand parent engagement opportunities to increase the school community connection.

**English Learner (EL):**

Enhance and expand parent engagement opportunities to support school connections with EL students and families.

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

**Students with Disabilities (SWD):**

Strategic development of engagement opportunities, including student support and supervision, to allow parents to engage with the school community. Develop incentive programs for parents and students to support engagement activities.

**English Learner (EL):**

Enhance and expand parent engagement opportunities to support school connections with EL students and families. Develop incentive programs for parents and students to support engagement activities.

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

**Students with Disabilities (SWD):**

Working with transportation department to ensure students arrive to and from school on-time. Increase inclusion opportunities to enhance student connectedness to school.

**African American (AA):**

Increase positive interactions and SEL, Morning Meeting engagement opportunities to enhance student connectedness to school.

**English Learner (EL):**

Increase positive interactions and SEL, Morning Meeting engagement opportunities to enhance student connectedness to school. HSL communication with and support of EL families to increase family connectedness to school.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Biweekly TST meetings to support positive attendance and behavior concerns.

Biweekly data tracking and progress monitoring for those involved in Tier II services or on SEL caseloads.

Data monitored by Admin, Tier II, OA, HSL and TST members

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

1. Quarterly attendance reviews to track performance compared to prior year at same time using Power BI, TST tracking and Fiscal Services data.

Data monitored by Admin, Tier II, OA, HSL and TST members

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Increase site-wide attendance to pre-pandemic levels and reach and maintain suspension rate of no more than 2%

Data will be measured using Power BI and TST data monthly by Tier II, TST, Admin, HSL, OA

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

## G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Also G1A1, G1A2, G2A1, G2A2,G4A1,G5A1	92,360.00

**\$92,360.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	99.7 %	85.4 %	2024-2025	86.5 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

With the change of schedule this year, we were unable to engage with staff in the same manner as prior years. We need to re-envision staff touch points and support structures throughout the year.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Cross Disciplinary Committee for site input was unable to meet during the year
2. Influx of new classified staff in need of additional support and mentorship
3. Challenges with substitute coverage to support planning, observation and coaching cycles

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Budget and recruit team member for identified cross disciplinary teams to support staff engagement during the year
2. Work with support departments to identify and plan professional learning and coaching support for new hires
3. Budget and plan for substitute coverage to allow for increased time for PL, planning, observation and coaching cycles. Work within site teams to provide coverage when substitutes are not available

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Special Education Certification and diverse staff.

Partially Implemented

Staffing SPED classrooms with certified paraprofessionals and SPED teachers was successful. Limited ability to train and support due to time constraints and number of new hires.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Special Education Certification and diverse staff.

Partially Effective

Staff training completion metrics were met for the second semester.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Monthly training will be conducted for paraprofessionals and instructional aides. Staff cross disciplinary committees will be recruited to support staff engagement. ILT will support with redesigning staff touchpoints throughout the year to ensure effective support and connection.

**Section D: 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.

SSC:

Support engagement opportunities between staff and families.

ELAC:

Support engagement opportunities between staff and families, with language support.

Staff:

Need to continue to engage with staff events and calendar out further

**Action 1 :**

**Increase Special Education Certification and diverse staff.**

Action Details:

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

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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

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

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

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

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

Increase diversity and opportunity for staff and family engagement and connectedness.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

## Student Groups

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

**Students with Disabilities (SWD):**

Provide opportunities for families to engage with staff regarding student learning and supports, including behavior support, for families with students with disabilities.

**English Learner (EL):**

HSL support for families, including home visits, engagement opportunities and family learning

**African American (AA):**

Provide opportunities for families to engage with staff regarding student learning and supports.

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

**Students with Disabilities (SWD):**

Provide opportunities for families to engage with staff regarding student learning and supports, including behavior support, for families with students with disabilities.

**English Learner (EL):**

HSL support for families, including home visits, engagement opportunities and family learning

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

**Students with Disabilities (SWD):**

- Expand family connection activities beyond Back to School Night and Open House
- Conduct monthly training for classified staff to improve classroom success
- Execute annual event calendar with fidelity

**English Learner (EL):**

- Expand family connection activities beyond Back to School Night and Open House
- Conduct monthly training for classified staff to improve classroom success
- Execute annual event calendar with fidelity

**African American (AA):**

- Expand family connection activities beyond Back to School Night and Open House
- Conduct monthly training for classified staff to improve classroom success
- Execute annual event calendar with fidelity

## Progress Monitoring: Outcomes

Reasoning for using this action     Strong Evidence     Moderate Evidence     Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

We will engage in the hiring process in a timely manner to minimize staff vacancies and recruit for openings as appropriate.

Monitored by Admin and SPED staff

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

All SPED staff members will have completed CPI training within 6 months of onboarding. Monthly training sessions available monthly based on needs assessment.

Monitored by Admin

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Staff retention rates will remain stable and staff survey indicator will be 85% or above.

Monitored by Admin and CCT

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Food for staff, students, and parent engagement Also G1A1,G1A2,G2A1,G2A2,G3A1,G5A1	14,000.00

**\$14,000.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	93 %	90.5 %	2024-2025	91.6 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

We met our target in increasing inclusive opportunities for families to engage in their students' education. We will continue to provide opportunities to our families to meet the target goal for next year.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. We offered weekly parent engagement hours with a variety of topics
2. Offered alternative engagement opportunities
3. Increased communication with Parent Square and signage

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continue to offer parent engagement hours based on needs expressed by parents
2. Engage with the community and other partners to increase opportunities
3. Continue to utilize Parent Square and signage as appropriate, investigate alternative forms of communication like electronic notices

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Inclusive Opportunities for Family Engagement

Partially Implemented

Partial implementation of program due to HSL resignation in January. Will hire position and continue with actions.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Inclusive Opportunities for Family Engagement

Effective

Plan actions were effective. We were able to increase our opportunities to connect with families throughout the school year.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We are expanding our family connection and support opportunities by becoming a food bank distribution center and family resource center.

**Section D: 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.

SSC:

Looking forward to becoming a community school and increasing opportunities.

ELAC:

Are excited about the food bank and resource room.

Staff:

Continue translation support for family interactions.

**Action 1 :**

## Increase Inclusive Opportunities for Family Engagement

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

## Student Groups

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

**Students with Disabilities (SWD):**

Materials and supplies, including babysitting, to encourage family attendance

**English Learner (EL):**

Materials and supplies, including babysitting, to encourage family attendance

**African American (AA):**

Materials and supplies, including babysitting, to encourage family attendance

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

Classified supplementals to support with babysitting and parent participation.

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

**Students with Disabilities (SWD):**

Increase connectedness through a variety of events, including community and support service opportunities, hosted at school

**English Learner (EL):**

Increase connectedness through a variety of events, including community and support service opportunities, hosted at school

**African American (AA):**

Increase connectedness through a variety of events, including community and support service opportunities, hosted at school

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Continue regular communication with families via Parent Square.

Admin and HSL responsible for monitoring PS usage and engagement monthly.

Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Monitor attendance rates at all family engagement events to determine successful activities.

Admin and HSL to monitor and analyze participation data.

Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Increase family engagement indicator on the survey.

Results to be evaluate after each survey completion by CCT, Admin and HSL.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies: Parent Participation *No Food, No Incentives*	1,432.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting/Parent Participation & Engagement	999.00

**\$2,431.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0015 Anthony Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Extra Support Also G1A1, G1A2	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Also G1A1, G1A2, G2A1, G2A2,G4A1,G5A1	92,360.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics Also G1A1, G1A2	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD: External vendors for student events Also G1A2,G3A1	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL Materials and Supplies Also G1A1,G1A2, G2A2	2,687.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows Also G1A1, G1A2	35,708.00
G1A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			: Mileage G1A1,G1A2	800.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows Also G1A2, G1A3	47,972.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs - SST, IEPS, CCT, Grade Level Planning, etc. Also G1A1, G1A3, G3A1	18,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS, Boost, Amplify, MClass	2,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance Also G1A2	5,000.00
G1A2	Sup & Conc	Instructional Supervision & Administration	Crt Supr-Sub			Sub Admin G1A3	1,500.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Also G1A2, G1A3, G3A1	8,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food for staff, students, and parent engagement Also G1A1,G1A2,G2A1,G2A2,G3A1,G5A1	14,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies: Parent Participation *No Food, No Incentives*	1,432.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting/Parent Participation & Engagement	999.00

\$242,958.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,404.00
Sup & Conc	7090	\$153,360.00
LCFF: EL	7091	\$40,194.00
<b>Grand Total</b>		<b>\$242,958.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$218,527.00
G2 - Expand student-centered and real-world learning experiences	\$8,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$14,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,431.00
<b>Grand Total</b>	<b>\$242,958.00</b>