

Anthony Elementary

10621666111231

Principal's Name: Katie Navarrette

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Katie Navarrette	X				
2. Chairperson - Anna Zamora		X			
3. Gabriela Garcia		X			
4. Moises Perez			X		
5. Crystal Parkes		X			
6. Benita Vasquez				X	
7. Arabel Desiderio				X	
8. Martha Meza				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

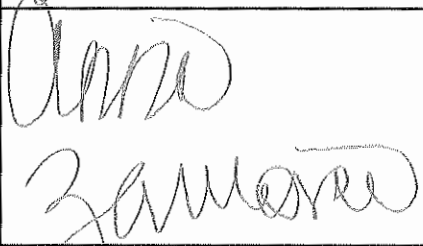
Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Anthony Elementary

Title I SWP

Required Signatures

School Name: Anthony Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Katie Navarrette		4/17/26
SSC Chairperson	Anna Zamora		4/17/26

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

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

FY 2026/27

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$45,126 *
7090	LCFF Supplemental & Concentration	\$126,336
7091	LCFF for English Learners	\$29,900

TOTAL 2026/27 ON-SITE ALLOCATION

\$201,362

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,308
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Program Budget	\$43,818
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Total Title I Allocation	\$45,126
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Anthony Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		21.3 %	2024-2025	22.4 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		51 %	2024-2025	52.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		36.2 %	2025-2026	37.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.5 %	2025-2026	42.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.2 %	2025-2026	59.3 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		35.9 %	2025-2026	37 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		61.7 %	2025-2026	62.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.6 %	2025-2026	48.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		64.9 %	2025-2026	66 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.3 %	2025-2026	65.4 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		25.9 %	2025-2026	27 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-24.5 pts	-54.4 pts	2024-2025	-39.4 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-120.2 pts	2024-2025	-105.2 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		33.7 %	2024-2025	38.7 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-35.8 pts	-71.8 pts	2024-2025	-56.8 pts	↑

Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-147.2 pts	2024-2025	-132.2 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.5 %	2024-2025	32.5 %	↑
Goal 2	Chronic Absenteeism - (African American)		48.6 %	2024-2025	48 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	38 %	21.5 %	2025-2026	20.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	91.6 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	86.5 %	79 %	2025-2026	80.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	4.67 %	1.7 %	2025-2026	1.37 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Anthony needs a more coherent, consistent, and effective system of Tier 1 instruction, targeted intervention, and progress monitoring.

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

- Teachers vary in their use of evidence-based literacy, math and ELD strategies
- Intervention is not always aligned to diagnostic data or delivered with sufficient frequency and intensity.
- Progress monitoring systems are inconsistent, making it difficult to adjust instruction quickly.

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.

Targeted focus on foundation skills routines in grades K-2 and vocabulary and writing development in grades 3-6.

Mathematical instructional design aligned to the aspects of rigor and mathematical fluency as identified by the new framework

Small group instruction focused on daily progress monitoring and Tier I support

Targeted RTI support, with regular progress monitoring

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

English Language Arts Instruction for K-6th Grade Students

Partially Implemented

Foundational skills and reading training and support were offered throughout the year. Learning walks were conducted to open teacher practice and improve Tier I teaching and small group instruction.

Mathematics Instruction for K-6th Grades

Partially Implemented

Framework and PLC work around math has been inconsistent due to the focus on reading, with 4th, 5th and 6th receiving instructional support. Decostruction of Mathematical Standards and problem selection did improve.

Exposure to Careers

Partially Implemented

Exposure to careers has continued through after school program vendors, various CCR activities and community reading events.

Cocurricular Activities

Partially Implemented

After school sports and activities continued to be offered, but team turn-out is limited. Other co-curricular acitivities, like clubs decreased due to staffing availability.

Social/Emotional Supports

Partially Implemented

Answer not providedTST processes student needs weekly with maximized caseloads in A4Y, Tier II services and outside referrals. Students processed using DESSA to identify additional student needs and support groups..

Increase Special Education Certification and diverse staff.

Fully Implemented

Hired open positions, filling all positons with diverse popultions, representing the students tht they serve.

Increase Inclusive Opportunities for Family Engagement

Partially Implemented

Increase variety of parent engagement opportunities, including goodies with guardians, volunteer groups, carnivals and book club. A wider group of members are actively participating, but still not to the levels desired. Additional resources provided to families and community members through Family Resource Center and Community Schools Supports have highly effective.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

English Language Arts Instruction for K-6th Grade Students

Partially Effective

Work needs to continue to deepen and refine the practices learned throughout the year. Tier I instructional practices need better alignment between classes and a refined vertical progression K-6.

Mathematics Instruction for K-6th Grades

Ineffective

There is a need for comprehensive vertical alignment and understanding of the aspects of rigor in Mathematics and how it aligns conceptual understanding within the Mathematics framework.

Exposure to Careers

Partially Effective

Students still struggle to see the relationship between themselves and potential careers, with the exception of police, fire, military and other EMS services. The relationships between these organizations and students has continued to improve over the last two years.

Cocurricular Activities

Partially Effective

Club offerings decreased due to lack staffing availability. Consistency of coaching is an issue that impacts the ability to sustain and support co-curricular activities.

Social/Emotional Supports

Partially Effective

SEL supports have had a positive impact, using the data from Tier II and TST. Obstacles that prevent successfully supporting some students include parents not authorizing treatment and misrepresentation of bullying.

Increase Special Education Certification and diverse staff.

Effective

New staff members are onboarded and introduced to student groups and well as affinity groups on campus to support inclusion and retention.

Increase Inclusive Opportunities for Family Engagement

Partially Effective

Time of day continues to be an obstacle in attractive large groups of family and community members. Family communication is increasing via communication tools, but still inconsistent.

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.

Focus on foundational skills, vocabulary development and vertical writing alignment throughout the grades

Mathematical fluency and 'grit' training, with emphasis on written explanation of understanding

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:	ELAC:	Staff:
Would like additional support opportunities via after school program to increase academic performance	Supportive of targeted interventions for all EL students, but especially for those close to redesignation and newcomers.	Support for those who are extreme Tier III intervention students requested.
Would like increased parent engagement opportunities including: supporting students education, reading support, math support, SEL support	Would like additional support to be available after school to increase language acquisition opportunities.	Continue with EL supports
Increased planning and instructional design processes for teachers	Would like additional support for parents to assist children in learning.	

 Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts Instruction for K-6th Grade Students

Action Details

Early Literacy

By the end of the 2026-2027 school year, the early literacy goals for the site will be met utilizing FSA and iReady data. Progress monitoring with Dibels will be completed in regular cycles to support Tier I and Tier II/III intervention with early literacy. 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:

- CORE Reading
- LETRS Instructional supports
- Dibels
- Heggerty
- Small-Group Instruction for Tier I and Tier II/III Intervention

By the end of the 2026-2027 school year, district Literacy Intervention goals. This ELA work will expand from the efforts in grades K-2 to increase complexity of text, comprehension and writing skills.

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.

Direct Instructional Services

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 standards based, Language Arts instruction, 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 and CORE 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 the standards 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, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Increase diversitification of parent/family events around literacy and support of early learning and reading are to be planned with the support of the Community Schools Coordinator.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning from CORE with support of the 6-step foundational skills block and vocabulary development instruction will support teachers in their

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

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

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

Instructional walks with 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

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

And ultimately achieve these impacts.

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

Reduction of DFS for students by 20 points.

50% reduction in the number of students on the site intervention goal list.

Data to monitored by Teachers, PLCs, ILT and Admin

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics Instruction for K-6th Grades

Action Details

College & Career Readiness

An increased focus on the aspects of rigor in mathematics and story problems to ensure students receive instruction to support the updated framework and prepare them for achieving growth targets at their grade level based on iReady and CAASPP F/IAB. 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. Tier I instruction will include story problems 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.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Addition of mathematcal literacy nights and parent support structures to improve mathematical fluency to be coordinated by Community Schools Coordinator.

Professional Learning

Describe Professional Learning related to this action.

Targeted grade levels will receive PL from FCSoS regarding Mathematical Fluency, Reasoning and Problem Solving.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

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: problem solving)

Data monitored by Admin and ILT

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

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.

Regular use of Problem Solving strategies and written mathematical reasoning by students based on observation.

Data to monitored by Teachers, PLCs, ILT and Admin

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for intervention, FCSOS, PLC+ Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	43,818.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs- SST, IEP, CCT, ILT, Planning, etc Also, G1A1, G1A2, G2A1, G2A2, G2A3, G3A1 **Budget lines for personnel include salaries and related benefits	19,686.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1 **Budget lines for personnel include salaries and related benefits	3,682.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Extra Support G1A1 and G1A2 **Budget lines for personnel include salaries and related benefits	2,600.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Amplify: Dibels, Boost, mClass Also G1A1, G1A2,	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	75,173.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1 **Budget lines for personnel include salaries and related benefits	1,195.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies Also G2A2	4,060.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	24,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Site and Device Maintenance Also G1A1, G1A2, G2A1, G2A2, G2A3	4,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD: External Vendors for student events Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	5,000.00

\$186,214.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Exposure to Careers

Action Details

College & Career Readiness

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 or 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.

Direct Instructional Services

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 or activities related to careers
2. All students participate in Hero Day and other community based events where community members share their occupation and educational background with students
3. Leadership Clubs-Student Advisory Committee, Girl Power, Rise, and Young Men of Character
4. All students will be encouraged to participate in the Meaningful Work Program.
5. 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

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 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 all activities.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Engage families as community members to share about their educational history and careers. Share student experiences with families and community through variuos platforms to share learnings and generate additional conversation.

Professional Learning

Describe Professional Learning related to this action.

Provide teachers with explicit instruction regarding the experiences and careers being demostrated to students. Teachers will incorporate this information into lessons and the SEL block to support student understanding.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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, Tier II

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, Tier II

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, Tier II after each survey completion.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Cocurricular Activities/Prop 28

Action Details

Life Skills

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 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. Prop 28 funding will be utilized to expand and support arts engagement for all students.

Direct Instructional Services

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 one in-person or virtual fieldtrip
3. All K-3rd 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families are recruited to chaparone and particpate in a variety of ways through co-curricular activies. Arts activities are promoted to families, but will be expanded using Prop 28 support so that larger audiences can attend co-curricular events.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on the inclusion on the Arts in co-curricular events, in an effort to expand opportunities available to students.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social/Emotional Supports

Action Details

Health & Wellness

The school will implement a schoolwide focus on improved student attendance and behavioral incidents. 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 II Intervention Specialist, TSA, HSL, A4Y, P.A. Social Worker and administrators will meet at least twice mothly to review data including Power BI, Mini DESSA, staff and student referral, and parent requests, to ensure that students are provided the necessary supports and resources to meet their varied SEL needs. The Tier II 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.

Direct Instructional Services

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 II Intervention Specialist will support students with TierII2 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 TierII2 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 II 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 opportunitites 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 communicaiton with and support of EL families to increase family connectedness to school.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Continue to expand family engagement in mental health acitivies with community-based meetings coordinated by the Community Schools Coordinator. Family members also engage in SEL requests and support services with support staff like A4Y, Tier II and Care Solice support.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will continue from CCT on variety of student school connectedness and well-being supports available through the Tier I SEL Curriculum and structures. Additional training provided, as needed, based on classroom or student group needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A3	Sup & Conc	Instruction	Direct-Food			Food for staff, students and parent engagement Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	12,000.00
G2A3	LCFF: EL	Attendance & Social Work Service	Local Mileage			Mileage Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	800.00

\$12,800.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase Inclusive Opportunities for Family Engagement

Action Details

Community Engagement

Anthony will increase opportunities for families to engage in their students' education and co-curricular events through a variety of opportunities including performances, events, co-curricular, chaperone, literacy/student support, and engagement hours.

Direct Instructional Services

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 Coucil 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 baby sitting, to encourage family attendance

English Learner (EL):
Materials and supplies, including baby sitting, to encourage family attendance

African American (AA):
Materials and supplies, including baby sitting, 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Expanded literacy nights, math focus nights, book club events, expanded performances and other events. Targeted outreach for families using multiple media strategies to increase exposure and awareness.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning to support communication to via Parent Square and processes for engaging parents in various opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 and other digital platforms.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies- Parent Participation *No Food or Incentives G3A1	1,308.00
G3A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting/Parent Participation and Engagement G3A1 **Budget lines for personnel include salaries and related benefits	1,040.00

\$2,348.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0015 Anthony Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0015	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching Fellows for intervention, FCSOS, PLC+ Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	43,818.00
060	3010	0015	1110	2495	4300	Mat & Supp					G3A1	Materials and Supplies- Parent Participation *No Food or Incentives G3A1	1,308.00
030	7090	0015	1110	1000	1120	Teacher-Subs					G1A1	Subs- SST, IEP, CCT, ILT, Planning, etc Also, G1A1, G1A2, G2A1, G2A2, G2A3, G3A1 **Budget lines for personnel include salaries and related benefits	19,686.00
030	7090	0015	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1 **Budget lines for personnel include salaries and related benefits	3,682.00
030	7090	0015	1110	1000	2160	Ins Aide-Sup					G1A1	Classified Extra Support G1A1 and G1A2 **Budget lines for personnel include salaries and related benefits	2,600.00
030	7090	0015	1110	1000	4200	Bks & Ref					G1A1	Amplify: Dibels, Boost, mClass Also G1A1, G1A2,	3,000.00
030	7090	0015	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	75,173.00
030	7090	0015	1110	1000	5723	Direct-Maint					G1A2	Site and Device Maintence Also G1A1, G1A2, G2A1, G2A2, G2A3	4,000.00
030	7090	0015	1110	1000	5767	Direct-Food					G2A3	Food for staff, students and parent engagement Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	12,000.00
030	7090	0015	1110	1000	5899	Cons Svc/Oth					G1A2	TBD: External Vendors for student events Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	5,000.00
030	7090	0015	1110	2100	1320	Crt Supr-Sub					G1A1	Sub Admin Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1 **Budget lines for personnel include salaries and related benefits	1,195.00
030	7091	0015	4760	1000	4300	Mat & Supp					G1A1	EL Materials and Supplies Also G2A2	4,060.00
030	7091	0015	4760	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	24,000.00
030	7091	0015	4760	2495	2260	Cls Sup-Sup					G3A2	Babysitting/Parent Participation and Engagement G3A1 **Budget lines for personnel include salaries and related benefits	1,040.00
030	7091	0015	4760	3130	5211	Local Mileag					G2A3	Mileage Also G1A1, G1A2, G2A1, G2A2, G2A3, G3A1	800.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,126.00
Sup & Conc	7090	\$126,336.00
LCFF: EL	7091	\$29,900.00
Grand Total		\$201,362.00

\$201,362.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$186,214.00
G2 - The Whole Child (SEL and Engagement)	\$12,800.00
G3 - Operational Excellence	\$2,348.00
Grand Total	\$201,362.00