

Anthony Elementary

106216661112311

Principal's Name: Joy Nunes

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

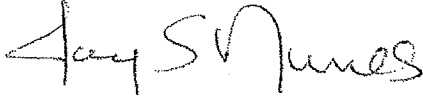

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Joy Nunes	X				
2. Chairperson – Maricela Sagrero				X	
3. Karina Esquivel				X	
4. Juana Meza				X	
5. Fabiola Felix Ochoa				X	
6. Benita Vasquez				X	
7. Kevin Kelzer		X			
8. Claudia Vargas		X			
9. Vianey Solorio		X			
10. Debra Webster			X		
11.					
12.					
13.					
14.					
15.					

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

Anthony Elementary

Title I SWP

Required Signatures

School Name			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Joy Nunes		March 21, 2018
SSC Chairperson	Karina Esquivel, Vice Chairperson		March 21, 2018

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$37,825 *
7090	LCFF Supplemental & Concentration	\$148,751
7091	LCFF for English Learners	\$44,577
TOTAL 2018/19 ON-SITE ALLOCATION		\$231,153

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$890
Remaining Title I funds are at the discretion of the School Site Council	\$36,935
Total Title I Allocation	\$37,825

Anthony Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	13.223	20.223
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.488	40.488
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.308	38.308

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Guaranteed and viable curriculum
- Response to intervention
- Guided Reading training by Scholastic
- Quarterly benchmark assessment
- Grade level AC's work to analyze progress monitoring and cycle of improvement

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Cycle of Improvement - AC work
- Guaranteed and viable curriculum
- Mathematical Discourse Professional Learning

EL Reclassification Rate (All grade levels)

- Response to Intervention
- Guided Reading
- Mathematical Discourse
- Increased opportunities for oral language during ELA instruction

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Attendance
- Suspensions

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Attendance
- Suspensions
- Response to intervention - Tier 3 improvements needed

EL Reclassification Rate (All grade levels)

- Need for additional focus at site on integrated and designated ELD
- Need for additional focus at site on alignment of ELD and ELA standards
- Lack of Goal-setting and Student Progress Conferences to monitor progress of EL students during the school year

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>March 7-reviewed current SPSA with SSC and had them work in groups to identify which actions and expenditures had the most impact on student learning</p> <p>March 18-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions</p> <p>March 21-met with SSC to approve the SPSA</p>	<p>March 13-reviewed current SPSA with ELAC and had them work in groups to identify which actions and expenditures had the most impact on student learning.</p> <p>March 21 - met with SSC to approve SPSA</p>	<p>March 9-teachers asked for input on actions and expenditures from 2017-18 SPSA by completing a survey indicating which action and expenditures had the most impact on student learning</p> <p>March 14-SPSA draft shared with site ILT with opportunity for input and clarification</p> <p>March 18-all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA</p>

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Childcare for SSC/ELAC meetings: Effective for providing increased opportunity for parent involvement. We will continue to fund for 2018-19

Solution Tree Professional Learning (Design in Five): Effective for increased use of Common Formative Assessments. Professional Learning will continue using site and district resources.

Write Tools Professional Learning: Effective for increased proficiency in writing. Professional Learning will continue using site and district resources.

Achieve 3000: Effective as a supplementary tool for practice with complex text and tasks. We will continue to fund for 2018-19

Materials and Supplies to support instruction: Effective. We will continue to fund for 2018-19

Technology: Effective. We will continue to fund for 2018-19

Action 1

Title: Reading by 3rd Grade

[Action Details:](#)

In order to assure that students are reading by 3rd grade, teachers will use the guaranteed and viable curriculum to provide instruction in foundational literacy skills and complex text, talk and tasks aligned to grade level standards. In addition, teachers will use Guided Reading to provide differentiated instruction to students at their assessed levels. Grade level ACs will work together to analyze progress monitoring tools to determine grouping and instructional moves for classroom Guided Reading groups. During quarterly benchmark assessments, students not meeting benchmarks will participate in a targeted Response to Intervention program that is in addition to classroom Guided Reading.

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

Explain the Progress Monitoring and data used for this Action

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

1. Wonders Phonics Survey
2. BAS (given to 1st grade in Oct, K-3 in Dec, Kdgn in Mar, K-3 in June)
3. KAIG (given quarterly)
4. District Interim Assessment
5. Progress Monitoring every 6 weeks for site Response to Intervention
6. Classroom and AC Observations/Feedback using IPG, iACHIEVE, Site Observation Forms
7. Student Progress Conferences with Grade Level ACs and Administrative Team
8. CFAs/CSAs
9. SBAC
10. Goal-setting conferences with students

Owner(s):

1. K-3 Teachers, TSA
2. K-3 Teachers, TSA
3. Kdgn Teachers, TSA
4. K-3 Teachers, TSA, Principal
5. K-3 Teachers, TSA
6. Principal, Vice Principal
7. K-3 Teachers, Principal, Vice Principal
8. Teachers, Grade Level ACs
9. 3rd-6th Grade Teachers, ACs
10. Teachers, students, administrative team (with selected students)

Timeline:

1. Quarterly
2. 1st gr=Oct, K-3 = Dec, K=Mar, K-3=June
3. Quarterly
4. End of 1st Qu, End of 2nd Qu (or according to district timeline)
5. Every 6 weeks
6. Weekly
7. After Interim 1, 2 and end of 3rd Qu
8. CFAs as appropriate, at least 2 CSAs per quarter in ELA and Math
9. Annually
10. Sept, Jan.

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

1. All K-3 students will receive grade level standards-based instruction using the guaranteed and viable curriculum with focus on foundational skills and complex text, talk and tasks
2. All 1st-3rd grade students will participate in intervention/enrichment 30 min/day, 4 days/week, including Special Education and English Learner 1st-3rd Grade students Sept-Dec. 2018. Intervention will be provided by classroom teachers, a 3.5 hour Certificated Tutor and Special Education staff.
3. Beginning in Jan. 2019, all Kdgn students will participate in intervention/enrichment 30 min/day, 4 days per week. Intervention will be provided by classroom teachers, a 3.5 hour Certificated Tutor and Special Education Staff
4. 1st grade students beginning the 2018-19 school year at BAS C or below will receive additional intervention for 30 min during another block of time within school.
5. All 1st-3rd grade students will receive small group leveled instruction using Guided Reading beginning in Sept. 2018, including Special Education and English Learner Students.
6. Beginning in Jan. 2019, all Kindergarten students will receive small group leveled instruction using Guided Reading.
7. Volunteers will work with students on literacy skills such as sight words and letter sounds during literacy center time within the classroom.
8. Integrated and Designated ELD will be provided to EL students

Summary of Tiered Support:

Tier 1 = Teachers will identify EL, Foster Youth, Homeless and Special Education students. Classroom instruction will include engagement strategies and checking for understanding that assures that all disproportionate groups

Specify enhanced services for EL students:

1. Teachers will utilize best practices in support of academic language acquisition
2. Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of Wonders curriculum to provide ELD
3. All subgroups will have access to instruction in foundational skills, Guided Reading and Intervention
4. Quarterly monitoring of RFEP students
5. Teachers will know names and ELD levels of all EL students in their classroom

(including African American students) have increased opportunities to respond to learning.

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

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

Explain the actions for Parent Involvement (required by Title I):

1. During Fall parent/teacher conferences, teachers will share KAIG and BAS results with parents including the interventions being provided to those students who are not on target to be reading at grade level. Interpreters will be provided to assist with conferences.
2. All Kindergarten and 1st grade parents will receive lists of sight words for students to practice at home.
3. Once per semester, parents will be invited to visit classrooms during reading instruction
4. Parents will receive schoolwide and grade level data from KAIG, BAS, District Interim and SBAC during School Site Council and English Learner Advisory Council meetings. Childcare, refreshments and supplies will be provided for SSC and ELAC meetings.
5. If available, site will host Parent University classes about Early Literacy. Refreshments will be provided.
6. A Home School Liaison will help coordinate Parent University classes, Parent classroom visits, SSC and ELAC meetings and other opportunities for parent involvement.
7. All parents will have access to student grades via Edutext and the ATLAS Parent Portal.

Describe Professional Learning related to this action:

1. Guided Reading
2. Professional Learning Communities at Work (Learning by Doing)
3. Understanding ELA/ELD standards and instruction of foundational skills using Wonders
4. Alignment of Common Formative Assessments to Standards and Learning Targets
5. ACHIEVE 3000
6. Instructional Practice Guide (with focus on tenets for Foundational Skills and Intervention)
7. Teachers to receive Professional Learning on Integrated/Designated ELD

Action 2

Title: Literacy Program for K-6th Grade Students

Action Details:

The school will implement a comprehensive literacy program for K-6th grades focused on meeting grade level literacy standards using the guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessments with intervention or enrichment and the use of complex talk, text and tasks which include both process writing and daily writing tasks.

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

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

1. Classroom observations and feedback using Instructional Practice Guide, iACHIEVE, and site feedback form.
2. Grade Level AC observations and feedback
3. Common formative assessments given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common summative assessments given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
5. District Interim Assessments
6. Quarterly Writing Samples
7. SBAC Block Assessments for grades 3-6
8. Wonders Phonics Survey
9. BAS
10. KAIG
11. AC Student Progress Conferences
12. Student goal-setting conferences
13. SBAC

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

1. All students will participate in a minimum of 120 minutes per day of Literacy instruction using the guaranteed and viable curriculum, cycles of learning that include identification of essential standards, learning targets, common formative assessments and complex text, talk and tasks including both process writing and daily writing.
2. EL students will receive integrated and designated ELD instruction as well as L1 support in classrooms where L1 support personnel are available.
3. Students not meeting learning targets will be given additional time and instruction then re-assessed.
4. Four days per week, all students will participate in 30 min per day of intervention or enrichment using the guaranteed and viable curriculum, technology, Guided Reading or ACHIEVE 3000.
5. A certificated tutor and trained literacy volunteers will support in class instruction and intervention
6. Technology, including repairs, will be provided to support direct instructional services to students.
7. Materials and supplies will be purchased, to support instruction
8. Teachers will share assessment data with students during goal-setting conferences in Sept and Jan. Administrators will sit in on conferences for selected students.
9. Teachers will conduct EL Redesignation Goal-setting conferences with EL students in Sept. and Jan.

Summary of Tiered Support:

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

Tier 2 = Through the progress monitoring process that will take place every 6 weeks and/or AC analysis of CFAs and CSAs, students will receive additional instruction during a designated Intervention block according to need. A

Owner(s):

1. Principal, Vice-Principal
2. Principal, Vice-Principal
3. Grade Level ACs
4. Kdgn-6th grade teachers and ACs
5. 1st-6th grade teachers and ACs
6. Kdgn-6th grade teachers and ACs
7. 3rd-6th grade teachers and ACs, TSA
8. Kdgn-3rd grade teachers and ACs
9. Kdgn-3rd grade teachers and ACs, TSA
10. Kdgn teachers and ACs
11. Principal, Vice Principal and grade level ACs
12. Classroom teacher, student, administrative team for selected students
13. Teacher, ACs, Student, Administrative Team

Timeline:

1. Weekly
2. Weekly
3. Every 2-4 weeks or more frequently as determined by AC
4. Every 6-8 weeks
5. District Assessment calendar
6. Once per quarter, site calendar
7. Beginning of March
8. Once per quarter
9. 3 times per year, site calendar
10. Once per quarter
11. Nov and Feb
12. Sept and Jan.
13. Annually

Specify enhanced services for EL students:

1. Teachers will use best practices in support of academic language acquisition.
2. Use of strategies such as "Reading for Meaning" "Inductive Learning" and "Making Thinking Visible"
3. Professional Learning will be provided to deepen understanding of ELA/ELD standards and the use of Wonders curriculum to provide ELD.
4. All subgroups will have access to instruction in complex text, talk and tasks, Guided Reading and Intervention, including work of a Certificated Tutor
5. Quarterly monitoring of RFEP students
6. Teachers will know who their EL students are and their current ELD level
7. Student progress conferences in Nov. and Feb. will include a focus on progress of EL students
8. A 3 hour Home School Liaison will support communication between school and parents as well as coordination of parent education to support literacy.
9. Substitutes will be provided for 3 days so that 2 teachers from our site can be trained and can give the reading, writing and listening portions of the ELPAC to our students in 2nd-6th grades.
10. ELPAC assessors will assess students using the ELPAC assessment
11. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.

Certificated Tutor, Special Education Team and Classroom teachers will be responsible for providing additional instruction.

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

Explain the actions for Parent Involvement (required by Title I):

1. During Fall Parent/Teacher conferences, teachers will share assessment results with parents, including interventions being provided to those students who are not meeting standards
2. Students will set goals for increasing their Reading level and these will be shared with parents
3. All parents will be invited to visit classrooms during Literacy instruction once per semester
4. Parents will receive schoolwide and grade level data on SBAC, District Interim Assessments, KAIG, BAS and progress of English Learners during SSC and ELAC meetings
5. A 3 hours Home School Liaison will coordinate Parent University classes, parent classroom visits, SSC and ELAC meetings and other parent involvement opportunities
6. All parents will have access to students grades via Edutext and the ATLAS Parent Portal

Describe Professional Learning related to this action:

1. Design in Five
2. Guided Reading
3. Alignment of Common Formative Assessments to Standards and Learning Targets
4. ACHIEVE 3000
5. Professional Learning Communities at Work (Learning by Doing)
6. Integrating "Core Six" and "Making Thinking Visible" strategies into Wonders curriculum
7. Review of Foundations for the Classroom
8. Visible Learning
9. Instructional Practice Guide-What Does it Look Like in the Classroom?
10. Analysis of student writing and determining next steps
11. Materials, supplies, and refreshments will be provided to support professional learning

Action 3

Title: Mathematics Program for K-6th Grades

Action Details:

The school will implement a comprehensive Mathematics program for Kdgn-6th grades focused on meeting grade level Mathematics standards using the guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessments and daily use of Mathematical practices.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Classroom observations and feedback using Instructional Practice Guide, iACHIEVE, and site feedback form.
2. Grade Level AC observations and feedback
3. Common formative assessments given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common summative assessments given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
5. District Interim Assessments
6. SBAC Block Assessments for grades 3-6
7. AC Student Progress Conferences
8. SBAC
9. Student goal-setting conferences

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

1. All students will participate in a minimum of 60 minutes of Mathematics instruction daily that includes concept building, application and integration of Mathematical Practices using grade level standards and the guaranteed and viable curriculum.
2. Math Intervention/Enrichment will be provided 30 minutes per day, 4 times per week for students who are not meeting learning targets or on track to meet grade level standards. Intervention/Enrichment will be provided during school time with focus and grouping determined by analysis of common formative and common summative assessments.
3. Teachers will share assessment data with students and set goals during student goal-setting conferences in Sept and Jan. Administrators will sit in on conferences for selected students.

Summary of Tiered Support:

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

Tier 2 = ACs will use a 30 minute designated Math Intervention Block to provide intervention/acceleration based on student outcomes on CFAs and CSAs.

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

Explain the actions for Parent Involvement (required by Title I):

1. During Fall Parent/Teacher conferences, teachers will share Math progress with students. Interpreters will be provided to assist during conferences.

Owner(s):

1. Principal, Vice Principal
2. Principal, Vice Principal
3. K-6 Teachers, ACs
4. K-6 Teachers, ACs
5. 1st-6th grade Teachers, ACs
6. 3rd-6th grade Teachers, ACs
7. Principal, Vice Principal and ACs
8. Teacher, ACs, Student, Administrative Team
9. Teacher, Student, Administrative Team (for selected students)

Timeline:

1. Weekly
2. Weekly
3. Every 2-4 weeks or more frequently as determined by AC
4. Every 6-8 weeks
5. District Assessment Calendar
6. Beginning of March
7. Nov and Feb
8. Annually
9. Sept. and Jan.

Specify enhanced services for EL students:

1. Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse and Mathematical Practices
2. Use of Math manipulatives, visual support and opportunities for group and partner interaction
3. Quarterly monitoring of RFEP students
4. Teachers will know who their EL students are and their current ELD level
5. 3 hour Home School Liaison will support communication between school and parents as well as coordination of Parent Education to support Mathematics
6. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.

Describe Professional Learning related to this action:

1. Design in Five
2. Aligning Math curriculum and standards

2. All parents will have access to student grades via Edutext and the ATLAS Parent Portal
3. Parents will be invited to visit classrooms during Math instruction once per semester.
4. A 3 hour Home School Liaison will help coordinate site classroom visits for parents.
5. Students will set goals for increasing their Mathematics performance and these will be shared with parents.

3. Strategies for increasing Mathematical Discourse
4. Integrating Mathematical Practices
5. Understanding the Instructional Practice Guide and what it looks like in classrooms

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care for parent meetings	890.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food for SSC, ELAC and Professional Learning meetings	500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Food and supplies for SSC, ELAC, parent meetings, and professional learning meetings	500.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings	1,419.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Child Care for ELAC meetins	1,835.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction (No food or incentives)	107.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology to support instruction	100.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		41,303.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction	472.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Repair technology	260.00
G1A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2813		9,207.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625		6,883.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials to support instruction	284.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: materials and supplies to support EL students	3,429.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	2,000.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.0938		3,070.00

\$72,259.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	65.904	72.904

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Sports were offered to 3rd - 6th grade boys and girls (softball, volleyball, basketball, soccer, and cross country) • Band, choir, and recorders were available for 4th - 6th grades • Music teacher for TK - 3rd • Club day for all students, at least one a quarter • Winter Performance • Field trips for all grade levels 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Limited opportunities for Pre-k special education students
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Step 2: 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.

<p>1 SSC:</p> <p>March 7-reviewed current SPSA with SSC and had them work in groups to identify which actions and expenditures had the most impact on student learning</p> <p>March 18-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions</p> <p>March 21-met with SSC to approve the SPSA</p>	<p>2 ELAC:</p> <p>March 13-reviewed current SPSA with ELAC and had them work in groups to identify which actions and expenditures had the most impact on student learning.</p> <p>March 21 - met with SSC to ask for approval for the SPSA</p>	<p>3 Staff:</p> <p>March 9-teachers asked for input on actions and expenditures from 2017-18 SPSA by completing a survey indicating which action and expenditures had the most impact on student learning</p> <p>March 14-SPSA draft shared with site ILT with opportunity for input and clarification</p> <p>March 18-all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA</p>
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Action 1

Title: Arts, activities and athletics

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

SQI data

Atlas Portal

Owner(s):

Principal, Vice Principal

Vice Principal

Timeline:

Quarterly

Quarterly

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

1. All students will have the opportunity to participate in Club Day
2. All TK- 6th grade students will have the opportunity to go on at least 1 fieldtrip
3. All 4th grade students will participated in Music instruction using recorders and interested students will have the opportunity to participate in choir
4. 5th and 6th grade students will have the opportunity to participate in band and/or choir
5. At risk students will be invited to partipate in Meaningful Work and/or Connections Program
6. Classrooms will have the choice to pair up (primary with intermediate) for weekly Reading Buddies
7. Depending on the sport, all 3rd - 6th grade students have the opportunity to participate in organized athletics, depending on the sport
8. 10/2 Teacher/student mentoring connection

Specify enhanced services for EL students:

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

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

Explain the actions for Parent Involvement (required by Title I):

1. Invitations to observe classrooms
2. Permission for students to work with a mentor or participate in Connections or Meaningful Work
3. Provide CHAMPS, Bullying Prevention, 2nd Step and Class Meeting Overviews during Parent Møetings
4. Parent Handbook will school rules, expectations and responses to misbehavior
5. Share suspension data at SSC and ELAC meeting

Describe Professional Learning related to this action:

1. Refreshers on CHAMPS, Class Meetings, Bullying Prevention 2nd Step
2. Social Emotional Learning (SEL)
3. Meaningful Work and Connections Programs
4. Cultural Considerations for our Student Population

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	98.182	100
Exposure to Careers - 4th Grade	98.507	100
Exposure to Careers - 6th Grade	89.13	96.13

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
 Funding and provisions made through the Goal 2 office

Exposure to Careers - 4th Grade
 Funding and provisions made through the Goal 2 office

Exposure to Careers-5th Grade-This metric was not previously measured. Metric will be 100% participation of disproportionate groups in site Meaningful work program and increase in Student ratings on Self-Efficacy and Growth Mindset. Current Ratings for 5th grade are 61% with favorable response on Self-Efficacy and 58% with a favorable response on Growth Mindset. Our metric will be the following:
 Self Efficacy 71% with a favorable response
 71% of Foster Youth, Homeless, African American and Special Education
 Students with a favorable response
 Growth Mindset 68% of students with a favorable response
 68% of Foster Youth, Homeless, African American and Special
 Education Students with a favorable response

Exposure to Careers - 6th Grade
 Funding and provisions made through the Goal 2 office

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
 Lack of participate due to attendance, parent choice or disciplinary issues

Exposure to Careers - 4th Grade
 Lack of participate due to attendance, parent choice or disciplinary issues

Exposure to Careers-5th Grade
 Students were not targeted for participation based on being in a disproportionate subgroup

Exposure to Careers - 6th Grade
 Lack of participate due to attendance, parent choice or disciplinary issues

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

March 7-reviewed current SPSA with SSC and had them work in groups to identify which actions and expenditures had the most impact on student learning

March 18-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions

March 21-met with SSC to approve the SPSA

2 ELAC:

March 13-reviewed current SPSA with ELAC and had them work in groups to identify which actions and expenditures had the most impact on student learning.

March 21 - met with SSC to approve SPSA

3 Staff:

March 9-teachers asked for input on actions and expenditures from 2017-18 SPSA by completing a survey indicating which action and expenditures had the most impact on student learning

March 14-SPSA draft shared with site ILT with opportunity for input and clarification

March 18-all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA

Action 1

Title: Exposure to Careers

Action Details:

In order to ensure that all students will develop character and competencies for workplace success, students will have the opportunity to participate in at least one field trip or on-site field trip that exposes them to colleges or careers. In addition, students in all grade levels will participate in classroom activities and class meetings to develop self-efficacy and growth mindset. Students in disproportionate subgroups will have the opportunity to participate in our site's Meaningful Work program.

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

Explain the Progress Monitoring and data used for this Action

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

Monitor participation rate of students attending activities

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

Monitor participation in site Meaningful Work program

Owner(s):

Classroom teachers

Vice principal

Timeline:

Quarterly

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

1. All students will be invited to participate in field trips and activities related to careers

Specify enhanced services for EL students:

1. All EL students will be invited to participate in field trips and activities related to careers

Explain the actions for Parent Involvement (required by Title I):

Parents will be given information regarding to events

1. Parents will be invited to be chaperones on field trips

Describe Professional Learning related to this action:

Information related to field trips in connection to careers will be disseminated to teachers as needed

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	25.806	23.806
Suspensions Per 100	10.471	9.471

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <ol style="list-style-type: none"> 1. Parent education issues 2. Issues and needs related medical conditions 3. Connectedness to school 4. Trauma relate issues <p>Suspensions Per 100</p> <ol style="list-style-type: none"> 1. Social/emotional needs 2. Trauma related issues 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <ol style="list-style-type: none"> 1. Parent education issues 2. Issues and needs related medical conditions 3. Connectedness to school 4. Trauma related issues <p>Suspensions Per 100</p> <ol style="list-style-type: none"> 1. Social/emotional needs 2. Trauma related issues
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Step 2: 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.

<p>1 SSC:</p> <p>March 7-reviewed current SPSA with SSC and had them work in groups to identify which actions and expenditures had the most impact on student learning</p> <p>March 18-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions</p> <p>March 21-met with SSC to approve the SPSA</p>	<p>2 ELAC:</p> <p>March 13-reviewed current SPSA with ELAC and had them work in groups to identify which actions and expenditures had the most impact on student learning.</p> <p>March 21 - met with SSC to approve SPSA</p>	<p>3 Staff:</p> <p>March 9-teachers asked for input on actions and expenditures from 2017-18 SPSA by completing a survey indicating which action and expenditures had the most impact on student learning</p> <p>March 14-SPSA draft shared with site ILT with opportunity for input and clarification</p> <p>March 18-all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Childcare for SSC/ELAC meetings: Effective for providing increased opportunity for parent involvement. We will continue to fund for 2018-19

Solution Tree Professional Learning (Design in Five): Effective for increased use of Common Formative Assessments. Professional Learning will continue using site and district resources.

Write Tools Professional Learning: Effective for increased proficiency in writing. Professional Learning will continue using site and district resources.

Achieve 3000: Effective as a supplementary tool for practice with complex text and tasks. We will continue to fund for 2018-19

Materials and Supplies to support instruction: Effective. We will continue to fund for 2018-19

Technology: Effective. We will continue to fund for 2018-19

Action 1

Title: Social/Emotional Supports

Action Details:

The school will implement a schoolwide focus on improved student attendance and reducing suspensions. A 7 hour Child Welfare Attendance Specialist will monitor attendance and work with families to determine needs and supports for improved attendance. Our school psychologist will work with staff and students to provide increased social-emotional support and collaborate with a 5 hour Resource Counseling Assistant to increase positive behavior and connectedness to school.

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

Explain the Progress Monitoring and data used for this Action

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

1. Child Welfare Attendance Specialist will monitor attendance daily, making phone calls or home visits to chronically and marginally absent students.
2. The Child Welfare Attendance Specialist will work with the site administrative team to monitor and recognize improved attendance
3. Teachers will use positive attendance charts, classroom tickets or other tools to monitor positive attendance.
4. Administrative team will monitor office referrals and suspensions
5. Administrative team will monitor Goal 2 participation
6. Resource Counseling Assistant will monitor correlation between students participating in Connections and Meaningful Work and office referrals

Owner(s):

1. Child Welfare Attendance Specialist
2. Child Welfare Attendance Specialist
3. Classroom Teachers
4. Principal, Vice Principal
5. Principal, Vice Principal
6. Resource Counseling Assistant

Timeline:

1. Daily
2. Quarterly
3. Daily
4. Weekly
5. Quarterly
6. Quarterly

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

Specify enhanced services for EL students:

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

1. All students who have perfect attendance will receive positive recognition through participation in incentive activities and quarterly awards
2. TK and Kindergarten classes will offer free choice during the first 15 minutes of class to assist with transition and encourage positive attendance.
3. A school team consisting of an administrator, school psychologist, Resource Counseling Assistant, Child Welfare Attendance Specialist and the classroom teacher will meet to identify needs and develop a support plan for students who are at risk due to poor attendance or suspensions.
4. K-3 students who are at risk due to attendance or behavior will participate in the Connections Program
5. K-6 students who are at risk due to lack of connectedness to school will participate in our Meaningful Work program.
6. Club days will take place once per month with all students able to participate in a club during school time.
7. A 10-2 Mentoring program will be implemented. School staff will be given the name of an at risk student. During the first 2 weeks of school, staff will spend at least 10 minutes getting to know the student. Throughout the year, staff will check in with their student at least once per week.
8. The school psychologist will be funded for an additional 2 days to 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 the school psychologist will work with staff to identify, understand and respond to childhood trauma.
9. Administrative Team will collect and monitor data related to participation of English Learners, Special Education, Foster Youth, Homeless and African-American students. Students from these subgroups will be given priority for our Connections, Meaningful Work and 10-2 Mentoring program.

Explain the actions for Parent Involvement (required by Title I):

1. Parents of chronically absent students will be invited to an attendance conference at the school. The Child Welfare Attendance Specialist will make home visits for parents who do not attend. Mileage will be reimbursed.
2. The Home School Liaison will assist with home visits to promote positive attendance or to communicate with parents regarding supports for positive behaviors. Mileage will be reimbursed.
3. If available, Parent University classes with focus on positive attendance will be hosted by the school. A 3 hour Home School Liaison will assist with coordinating Parent University classes. Babysitting and refreshments will be provided.
4. Attendance information will be available for parents on Edutext and the ATLAS Parent Portal.
5. School Messenger will be used to inform parents of non-school days and special events.
6. Parents will be invited to assist with Club Days.
7. The school psychologist will offer parent training for supporting positive school behavior.
8. Parents will be invited to observe their children's classes.
9. All parents will be given a Parent Handbook with school rules, expectations and responses to misbehaviors
10. Attendance and suspension data will be shared at SSC and ELAC meetings.

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

The Child Welfare Attendance Specialist (CWAS) will assist with communication with parents of EL students regarding attendance, academic progress and behavior during Truancy Conferences, Student Success Team Meetings and conferences with teachers and administrators. The CWAS will also provide positive incentives for EL students who show improvement in attendance, academic progress and behavior.

The Resource Counseling Assistant (RCA) will assure that EL students are participating in the Meaningful Work Program and the Connections Program. He will also assist with communication with parents of EL students who are Hmong speaking so that parents receive information about student academic progress or behavior concerns.

Describe Professional Learning related to this action:

1. Trauma Informed Practices
2. Strategies for Working with Students They Are Mentoring
3. CHAMPS, Anti-Bullying, Class Meetings, Second Step
4. Social Emotional Learning (SEL)
5. Meaningful Work and Connections Programs
6. Cultural Considerations for our Student Population

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2545	KayCee Kincade will support students with Social/Emotional needs and trauma	36,728.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1455	KayCee Kincade will support students with Social/Emotional needs and trauma	20,998.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.6875		46,241.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		29,270.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.1875		12,611.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875		12,546.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL & CWA	500.00

\$158,894.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0015 Anthony Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care for parent meetings	890.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food for SSC, ELAC and Professional Learning meetings	500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Food and supplies for SSC, ELAC, parent meetings, and professional learning meetings	500.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings	1,419.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Child Care for ELAC meetins	1,835.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support instruction (No food or incentives)	107.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology to support instruction	100.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		41,303.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction	472.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Repair technology	260.00
G1A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2813		9,207.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.0625		6,883.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials to support instruction	284.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: materials and supplies to support EL students	3,429.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	2,000.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.0938		3,070.00
G4A1	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2545	KayCee Kincade will support students with Social/Emotional needs and trauma	36,728.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1455	KayCee Kincade will support students with Social/Emotional needs and trauma	20,998.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.6875		46,241.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		29,270.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.1875		12,611.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875		12,546.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL & CWA	500.00
Total							\$231,153.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,825.00
Sup & Conc	7090	\$148,751.00
LCFF: EL	7091	\$44,577.00
Grand Total		\$231,153.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$72,259.00
G4 - All students will stay in school on target to graduate	\$158,894.00
Grand Total	\$231,153.00