

Anthony Elementary

10621666111231

Principal's Name: Victoria Maglieri

Principal's Signature: *Victoria Maglieri*

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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

| District Goals | |
|---|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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 - Victoria Maglieri | X | | | | |
| 2. Chairperson - Karina Esquivel | | | | X | |
| 3. Vice Chairperson - Maria Luisa Trejo | | | | X | |
| 4. Secretary - Juana Meza | | | | X | |
| 5. Parent Representative - Fabiola Garcia | | | | X | |
| 6. Parent Representative - Benita Vasquez | | | | X | |
| 7. School Site Representative - Kevin Kelzer | | X | | | |
| 8. School Site Representative - Claudia Vargas | | X | | | |
| 9. School Site Representative - Olivia Ramirez | | X | | | |
| 10. School Site Representative - Paul Hayer | | | X | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|---|
| Check the appropriate box below: |
| <input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date: 3/6/2019 . |

Required Signatures

| School Name: Susan B. 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 Single Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Victoria Maglieri |  | 3/6/19 |
| SSC Chairperson | Karina Esquivel |  | 3/6/19 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Anthony - 0015

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$43,334 * |
| 7090 | LCFF Supplemental & Concentration | \$157,031 |
| 7091 | LCFF for English Learners | \$45,339 |
| TOTAL 2019/20 ON-SITE ALLOCATION | | \$245,704 |

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

| | |
|--|-----------------|
| Title I Parent Involvement - Minimum Required | \$1,383 |
| Remaining Title I funds are at the discretion of the School Site Council | \$41,951 |
| Total Title I Allocation | \$43,334 |

Anthony Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|----------|-----------|----------|
| EL Reclassification Rate (All grade levels) | 20.223 % | 1.587 % | 2017-2018 | 8.587 % |
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 40.488 % | 37.872 % | 2017-2018 | 44.872 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 38.308 % | 33.191 % | 2017-2018 | 40.191 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Guaranteed and viable curriculum
- Tier 2 classroom intervention
- 3rd-6th Grade Response to Intervention
- 3rd-6th grade Tier 2 support with Achieve 3000
- Small group reading instruction
- Quarterly Common Formative Assessments and Benchmark Assessments
- Grade level PLC'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 - PLC work
- Guaranteed and viable curriculum
- Mathematical content support from District Math Coaches 4th and 5th grade
- Tier 2 classroom intervention
- 3rd-6th grade Math RTI

EL Reclassification Rate (All grade levels)

- Response to Intervention

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

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

Goal 2 low performing sub groups:

Attendance

- Small Group Reading Instruction
- Academic Discourse
- Increased opportunities for oral language during ELA and math instruction
- Student goal setting

Goal 1: in all areas on track to meet math and ELA SBAC target.

- African American students
- Special Education students

Suspension

- African American Students
- Special Education Students

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Childcare for SSC/ELAC meetings: Effective for providing increased opportunity for parent involvement. We will continue to fund for 2019-20

Solution Tree Professional Learning (Design in Five): Effective for increased use of Common Formative Assessments. Was not funded in site budget.

Write Tools Professional Learning: Effective for increased proficiency in writing. Was not funded in site budget.

Orton Gillingham professional learning for K-1 teachers to increase students reading on grade level.

SBAC Claims and Targets PL 3rd-6th grade Lead Teachers to increase grade level proficiency of standards.

Achieve 3000: Effective as a supplementary tool for practice with complex text and tasks. We will continue to fund for 2019-20

Materials and Supplies to support instruction: Effective. We will continue to fund for 2019-20

Technology: Effective. We will continue to fund for 2019-20

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Write Tools PI was not funded in 2018-19 and will not be funded in 2019-20.

Solution Tree Professional Learning was not funded in 2018-19 and will not be funded in 2019-20.

Orton Gillingham PL for K-3 teachers to increase students reading on grade level.

3rd- 6th grade SBAC Claims and Target PL to increase students on grade level proficiency of CCSS.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

February 20-reviewed current SPSA with SSC and had them work in groups to identify which actions and expenditures had the most

2 ELAC:

February 20-reviewed current SPSA with ELAC and had them work in groups to identify which actions and expenditures had the most

3 Staff:

February 7-teachers asked for input on actions and expenditures from 2019-20 SPSA by completing a survey indicating which action

impact on student learning
 March 5-draft of 2019-20 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions
 March 6-met with SSC to approve the SPSA

impact on student learning.
 March 6 - met with SSC to approve SPSA

and expenditures had the most impact on student learning
 February 27-SPSA draft shared with site ILT with opportunity for input and clarification
 March 6 all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA

Action 1

Title: Reading by 3rd Grade

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

1. 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 4-6 weeks for site Response to Intervention
6. Classroom and PLC Observations/Feedback using IPG, iACHIEVE, Teacher/PLC Feedback
7. Student Progress Conferences with Grade Level PLCs and Administrative Team
8. Common CFUs/CFAs
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 PLCs
9. 3rd-6th Grade Teachers, PLCs
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. Common CFUs as appropriate, at least 2 CFAs 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/small group reading instruction 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, Teaching Fellows, 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 2019-20 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 reading instruction beginning September 2019, including Special Education and English Learner Students.
6. Volunteers will work with students on literacy skills such as sight words and letter sounds during literacy center time within the classroom.
7. Integrated and Designated ELD will be provided to EL students

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 4-6 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.

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, Small group reading instruction and Intervention
4. Quarterly monitoring of RFEP students
5. Teachers will know names and ELD levels of all EL students in their classroom

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.

Specify enhanced services for low-performing student groups:

- RTI intensive reading instruction
- small group differentiated reading instruction
- Goal setting conferences
- small group support with Literacy volunteer
- 3rd-6th grade Achieve 3000
- See direct instructional services for tiered supports to low performing student groups

Describe Professional Learning related to this action:

1. Small Group Reading Instruction
2. Professional Learning Communities at Work (Learning by Doing)
3. Understanding ELA/ELD standards and instruction of foundational skills using Wonders
4. Analyzing Common Formative Assessments to provide intervention/reteach based on misconceptions
5. ACHIEVE 3000
6. Instructional Practice Guide (with focus on Tenet 3)
7. Teachers to receive Professional Learning on Integrated/Designated ELD
8. Frequent classroom and PLC feedback
9. K-2 teachers to attend Orton Gillingham reading training.
10. 3rd-6th grade teachers to attend conference California Assessment Conference in Oakland

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: 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 PLC observations and feedback
3. Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common formative assessments 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. Wonders Phonics Survey
8. BAS
9. KAIG
10. PLC Student Progress Conferences
11. Student goal-setting conferences
12. SBAC
13. Wonders Fluency
14. Achieve 3000

Owner(s):

1. Principal, Vice-Principal
2. Principal, Vice-Principal
3. Grade Level PLCs
4. Kdgn-6th grade teachers and PLCs
5. 1st-6th grade teachers and PLCs
6. 3rd-6th grade teachers and PLCs, TSA
7. Kdgn-3rd grade teachers and PLCs
8. Kdgn-3rd grade teachers and PLCs, TSA
9. Kdgn teachers and PLCs
10. Principal, Vice Principal and grade level PLCs
11. Classroom teacher, student, administrative team for selected students
12. Teacher, PLCs, Student, Administrative Team
13. 4th-6th grade level teachers
14. 3rd-6th grade level teachers

Timeline:

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

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

1. All students will participate in a minimum of 120 minutes per day of Literacy instruction using the guaranteed and viable curriculum, cycles of learning that include identification of essential standards, learning targets, common formative assessments and complex text, talk and tasks including both process writing and daily writing.
2. EL students will receive integrated and designated ELD instruction 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, small group reading instruction 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 4-6 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 Tier 3 intensive reading instruction 20 minutes daily, after school tutoring, a short-term additional intervention block during the school day, RSP non-identified, or referral for additional assessment.

Specify enhanced services for EL students:

1. Teachers will utilize "specific ELD strategies guided in the Wonders ELD sections".
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. Teachers will "desegregate data on CFA, IAB, and Interim for EL students."
- 6 Teachers will attend PL: Unbound Ed Standards Institute for 80 hour intensive training on grade level standards.
7. Teachers will know who their EL students are and their current ELD level
8. Student progress conferences in Nov. and Feb. will include a focus on progress of EL students
9. Two 3.5 hour Home School Liaisons (morning and afternoon) will support communication between school and parents as well as coordination of parent education to support literacy.
- 10.. ELPAC assessors will assess students using the ELPAC assessment
11. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.

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. Two 3.5 hour Home School Liaisons will coordinate Parent University classes, parent classroom visits, SSC and ELAC meetings and other parent involvement opportunities

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

1. K-2 teachers attend Orton Gillingham reading training
2. Small group reading instruction
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. Instructional Practice Guide-What Does it Look Like in the Classroom?

6. All parents will have access to students grades via Edutext and the ATLAS Parent Portal

8. Analysis of student writing and determining next steps

9. Materials, supplies, and refreshments will be provided to support professional learning

10. Wonders Online Writing Tools PL-Curriculum and Instruction

11. 3rd-6th grade teachers attend California Assessment Conference in Oakland.

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 checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common formative 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. PLC Student Progress Conferences
8. SBAC
9. Student goal-setting conferences

Owner(s):

1. Principal, Vice Principal
2. Principal, Vice Principal
3. K-6 Teachers, PLCs
4. K-6 Teachers, PLCs
5. 1st-6th grade Teachers, PLCs
6. 3rd-6th grade Teachers, PLCs
7. Principal, Vice Principal and PLCs
8. Teacher, PLCs, 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 PLC
4. Every 6-8 weeks
5. District Assessment Calendar
6. Beginning of March
7. Nov and Feb
8. Annually
9. Sept. and Jan.

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

1. All students will participate in a minimum of 90 minutes of Mathematics instruction daily that includes concept building, application and integration of Mathematical Practices using grade level standards and the guaranteed and viable curriculum.
2. Math Intervention/Enrichment will be provided 30 minutes per day, 4 times per week for students who are not meeting learning targets or on track to meet grade level standards. Intervention/Enrichment will be provided during school time with focus and grouping determined by analysis of common formative and common formative assessments. Tier 3 students in grades 3rd-6th will receive intensive small group math instruction by Teaching Fellows for 30 minutes

a day four days a week.

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 = Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The 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 Tier 3 intensive intervention 20 minutes daily, after school tutoring, a short-term additional intervention block during the school day, RSP non-identified, or referral for additional assessment.

Specify enhanced services for EL students:

1. Teachers will utilize best practices in support of academic language acquisition, development and practice using Mathematical Discourse and Mathematical Practices
2. Use of Math manipulatives, visual support and opportunities for group and partner interaction
3. Quarterly monitoring of RFEP students
4. Teachers will know who their EL students are and their current ELD level
5. Two-3.5 hour Home School Liaisons will support communication between school and parents as well as coordination of Parent Education to support Mathematics
6. Parents of EL students will receive bilingual resources and support as needed by a Home School Liaison and/or bilingual office staff and teachers.

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.
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. Two 3.5 hour Home School Liaisons 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.
6. Teachers will “desegregate data on CFA, IAB, and Interim for EL students.”

Specify enhanced services for low-performing student groups:

Math RTI-targeted math Tier 3 intervention

RFEP monitoring

student goal setting

See direct instructional services for tiered supports to low performing student groups

Describe Professional Learning related to this action:

1. Math Coaches to support 4th and 5th grade
2. Aligning Math curriculum and standards
3. Strategies for increasing Mathematical Discourse
4. Integrating Mathematical Practices
5. Understanding the Instructional Practice Guide and what it looks like in classrooms

2019-2020 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 | | | Translators for parent/teacher meetings | 1,399.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3750 | | 41,327.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | : Conference fees and travel expenses will be provided to build the capacity and support of staff and administration to support Goals 1-4. | 9,753.00 |
| G1A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Materials and supplies-Food for ELAC, SSC, Parent Classes | 500.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0625 | | 6,888.00 |
| G1A1 | LCFF: EL | Parent Participation | Direct-Food | | | : Food for ELAC, SSC, Professional Learning meetings | 1,000.00 |
| G1A2 | Title 1 Basic | Instruction | Teacher-Subs | | | Teacher subs for data chats and planning, SSTs, PL | 14,118.00 |
| G1A2 | Title 1 Basic | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6 | 13,275.00 |
| G1A2 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Child care for parent meetings | 2,498.00 |
| G1A2 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | New HSL position | 12,044.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher subs | 177.00 |
| G1A2 | Sup & Conc | Instruction | Bks & Ref | | | : Achieve 3000 software to support instruction | 10,000.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies to support instruction | 22,875.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology to support instruction. | 4,049.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology to support student learning | 3,479.00 |
| G1A2 | Sup & Conc | Instruction | Travel | | | : Travel/Conferences | 4,247.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | | : Tech Maintenance | 1,332.00 |
| G1A2 | Sup & Conc | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6 | 5,622.00 |
| G1A2 | LCFF: EL | Instruction | Bks & Ref | | | : Achieve 3000 software to support instruction. | 5,465.00 |
| G1A2 | LCFF: EL | Instruction | Mat & Supp | | | Materials and supplies to support instruction. | 5,206.00 |
| G1A2 | LCFF: EL | Instruction | Nc-Equipment | | | : Technology to support EL students. | 466.00 |
| G1A2 | LCFF: EL | Instruction | Direct-Other | | | ELPAC Assessors | 2,500.00 |
| G1A2 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | | 10,773.00 |

\$178,993.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|---------------------------|----------------|----------|-----------|----------|
| Goal 2 Participation Rate | 72.904 % | 89.189 % | 2017-2018 | 96.189 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- 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
- Character Counts Assemblies for all students, at least one a quarter
- Winter Performance
- Field trips for all grade levels
- Morning Meetings
- Aspire Club for males and female students
- Hero Day
- Read Across America
- Inclusive Practices

Goal 2-on track to meet targets for student participation.

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

Goal 2 Participation Rate

- Limited opportunities for Pre-K special education students

Students in special education

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Club Days have not been successful in improving attendance.
 No changes for Step 3. to any actions for next year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Club Days will be replaced by Character Counts Assemblies

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

February 20-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 5-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions

March 6-met with SSC to approve the SPSA

2 ELAC:

February 20-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 6 - met with SSC to ask for approval for the SPSA

3 Staff:

February 7-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

February 27-SPSA draft shared with site ILT with opportunity for input and clarification

March 6-all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA

Action 1

Title: Arts, activities and athletics

Action Details:

Susan B. Anthony will ensure that all student are participating in arts, activities and athletics by offering student clubs and Character Count Assemblies every quarter. All student will participate in grade level field trips. Sports, basketball, softball, volley ball, track and soccer will be offered to 3rd – 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

Power BI data
Atlas Portal

Owner(s):

Principal, Vice Principal
Vice Principal

Timeline:

Quarterly
Quarterly

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

1. All students will have the opportunity to participate in Clubs and Character Count Assemblies
2. All TK- 6th grade students will have the opportunity to go on at least 1 fieldtrip
3. All 4th grade students will participated in Music instruction using recorders and interested students will have the opportunity to participate in choir

4. 5th and 6th grade students will have the opportunity to participate in band and/or choir
5. At risk students will be invited to participate in Meaningful Work and/or Connections Program
6. Classrooms will have the choice to pair up (primary with intermediate) for weekly Reading Buddies
7. Depending on the sport, all 3rd - 6th grade students have the opportunity to participate in organized athletics, 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 Morning Meeting Overviews during Parent Meetings
4. Parent Handbook will school rules, expectations and responses to misbehavior
5. Share suspension data at SSC and ELAC meeting

Specify enhanced services for low-performing student groups:

10/2 Teacher student mentoring

Meaningful work

Describe Professional Learning related to this action:

1. Refreshers on CHAMPS, Morning 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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|---------------------------------|----------------|----------|-----------|--------|
| Exposure to Careers - 3rd Grade | 100 % | 96.923 % | 2017-2018 | 100 % |
| Exposure to Careers - 4th Grade | 100 % | 100 % | 2017-2018 | 100 % |
| Exposure to Careers - 6th Grade | 96.13 % | 100 % | 2017-2018 | 100 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 63% with favorable response on Self-Efficacy and 60% 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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No changes

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

February 20-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 5-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions
March 6-met with SSC to approve the SPSA

2 ELAC:

February 20-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 6 - met with SSC to approve SPSA

3 Staff:

February 7-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
February 27-SPSA draft shared with site ILT with opportunity for input and clarification
March 6-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
2. All students participate in Hero Day where community members mentor students
3. All student participate in Read Across America Day where members of the community read to students
4. Leadership Clubs-Aspire Girls and Boys to Men Club
5. Clean Air Quality Grant invites students and community members to become involved in understanding air pollution and particulate matter

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

Specify enhanced services for low-performing student groups:

Increase student involvement by building relationships with community members

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current Target | Actual | As Of | Target |
|---------------------|----------------|----------|-----------|----------|
| Chronic Absenteeism | 23.806 % | 28.897 % | 2017-2018 | 26.897 % |
| Suspensions Per 100 | 9.471 % | 14.286 % | 2017-2018 | 13.286 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

1. Parent education issues
2. Issues and needs related medical conditions
3. Connectedness to school
4. Trauma related issues

Current Actions: Social emotional supports and school connectiveness actions

CWA monitor attendance data- focus on SPED students

-document communication in ATLAS

-HSL conduct home visits based on attendance data (students with 2 or more absences with no parent communication)

-CWA meet with students to set goals on attendance and provide incentives, communicate with teachers and parents, and document in ATLAS

-Climate and Culture Team meet monthly to review attendance data, communicate with CWA, plan interventions/incentives for students. Plan monthly incentives: Attendance posters

-Administrators meet with SSC, ELAC, and parent groups, send out newsletter, parent messenger with information about attendance

Suspensions Per 100

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

Chronic Absenteeism

1. Parent education issues
2. Issues and needs related medical conditions
3. Connectedness to school
4. Trauma related issues

Suspensions Per 100

1. Social/emotional needs
2. Trauma related issues

1. Social/emotional needs
2. Trauma related issues

Current Actions: Social emotional supports and school connectiveness actions

-Resource Counselling Assistant-SHUTTLE Recess, 10-2 all staff to increase Tier 2 behavior and connectedness to school

-Implement STARS-guideline for success (PL, awards, student of the month) Climate and Culture Team planning beginning of the year roll out.

-On Site counselling (Tier 2 behavior groups, Tier 3 individual students)

-Student Study Team Referrals

-Behavior Support Plans

-Meaningful Work Program

-Off the Front-4th grade

-Aspire and Boys to Men Clubs

-Coding Girls

-SIP Grant and Inclusive Practices

-Morning Meetings

Goal 4-on track to meet targets

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Childcare for SSC/ELAC meetings: Effective for providing increased opportunity for parent involvement. We will continue to fund for 2019-20.

Achieve 3000: Effective as a supplementary tool for practice with complex text and tasks. We will continue to fund for 2019-20 3rd-6th grade.

Materials and Supplies to support instruction: Effective. We will continue to fund for 2019-20

Technology: Effective. We will continue to fund for 2019-20

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No change

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

February 20-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 5-draft of 2018-19 SPSA goals, actions and expenditures reviewed with SSC with opportunities for input and questions

March 6-met with SSC to approve the SPSA

2 ELAC:

February 20-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 6- met with SSC to approve SPSA

3 Staff:

February 7-teachers asked for input on actions and expenditures from 2018-19 SPSA by completing a survey indicating which action and expenditures had the most impact on student learning

February 27-SPSA draft shared with site ILT with opportunity for input and clarification

March 6-all staff invited to attend the SSC meeting to review the draft of the 2018-19 SPSA

Action 1

Title: Social/Emotional Supports

Action Details:

The school will implement a schoolwide focus on improved student attendance and reducing suspensions. Two 3.5 hour HSLs will monitor attendance and work with families to determine needs and supports for improved attendance. On Site Counselling 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 and HSL Specialist will monitor attendance daily, making phone calls or home visits to chronically and marginally absent students. HSL will make home visits after students second consecutive absence.
2. The Child Welfare Attendance Specialist and HSL will work with the site administrative team to monitor and recognize improved attendance including bi-weekly meetings to monitor chronic absenteeism and focus on SPED and SED students
3. Teachers will use positive attendance charts, classroom tickets or other tools to monitor positive attendance. CWA will meet with students who are chronically absent and provide goals and incentives to increase attendance.
4. Administrators will meet with office staff to ensure and monitor attendance protocols
5. Administrative team will monitor office referrals and suspensions and review data with Culture & Climate team. Team will meet monthly to analyze suspension data and monitor our SPED and African American subgroups.
6. Classroom routines and expectations (CHAMPS) will follow the agreed upon levels of misbehavior, utilize Atlas to document behaviors and communicate with RCA to support Tier 2 students.
6. Administrative team will monitor Goal 2 participation
7. Resource Counseling Assistant will monitor correlation between students participating in Connections and Meaningful Work and office referrals

Owner(s):

1. Child Welfare Attendance Specialist/HSL
2. Child Welfare Attendance Specialist/HSL
3. Classroom Teachers
4. Principal, Vice Principal
5. Principal, Vice Principal
6. Resource Counseling Assistant
7. Culture & Climate Team

Timeline:

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

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

1. All students who have perfect attendance will receive positive recognition through participation in incentive activities and quarterly awards
2. TK and Kindergarten classes will offer free choice during the first 15 minutes of class to assist with transition and encourage positive attendance.
3. A school team consisting of an administrator, school psychologist, Resource Counseling Assistant, Child Welfare Attendance Specialist and the classroom teacher will meet to identify needs and develop a support plan for students who are at risk due to poor attendance or suspensions.
4. K-3 students who are at risk due to attendance or behavior will participate in the Connections Program
5. K-6 students who are at risk due to lack of connectedness to school will participate in our Meaningful Work program.
6. Character Counts Assemblies will be held quarterly.
7. A 10-2 Mentoring program will be implemented. School staff will be given the name of an at risk student. During the first 2 weeks of school, staff will spend at least 10 minutes getting to know the student. Throughout the year, staff will check in with their student at least once per week.
8. On Site Counselor will support positive behaviors through social skills, anger management and conflict resolution groups, classroom support for positive behavior, positive skill building with individual students. In addition On Site Counselor 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.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Tier 2 students will meet with RCA during recess-Shuttle

and Connections.

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

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

The Resource Counseling Assistant (RCA) will assure that EL students are participating in the Meaningful Work Program and the Connections Program. 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.

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. Two 3.5 hour Home School Liaisons 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. The On Site Counselor will offer parent training for supporting positive school behavior.
7. Parents will be invited to observe their children's classes.
8. All parents will be given a Parent Handbook with school rules, expectations and responses to misbehaviors
9. Attendance and suspension data will be shared at SSC and ELAC meetings.

Tier 2-3 students receive On Site Counselling Referral

Goal 4 low performing sub groups:

Attendance

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

Suspension

- African American Students
- Special Education Students

See direct services to students

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

2019-2020 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 | Sup & Conc | Guidance & Counseling Services | Cons Svc/Oth | | | On-Site Counseling/FPU : Onsite counseling for student social emotional needs | 20,976.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | | 30,194.00 |
| G4A1 | Sup & Conc | Other Pupil Services | Cons Svc/Oth | | | Fun Works : Contract for Fun Works to support student attendance and truancy rate. Building culture and climate for school wide assemblies addressing social emotional learning needs. | 2,500.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.1875 | | 12,941.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Local Mileag | | | : Mileage for HSL | 100.00 |

\$66,711.00

2019-2020 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 | | | Translators for parent/teacher meetings | 1,399.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3750 | | 41,327.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | : Conference fees and travel expenses will be provided to build the capacity and support of staff and administration to support Goals 1-4. | 9,753.00 |
| G1A1 | Sup & Conc | Parent Participation | Mat & Supp | | | : Materials and supplies-Food for ELAC, SSC, Parent Classes | 500.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0625 | | 6,888.00 |
| G1A1 | LCFF: EL | Parent Participation | Direct-Food | | | : Food for ELAC, SSC, Professional Learning meetings | 1,000.00 |
| G1A2 | Title 1 Basic | Instruction | Teacher-Subs | | | Teacher subs for data chats and planning, SSTs, PL | 14,118.00 |
| G1A2 | Title 1 Basic | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6 | 13,275.00 |
| G1A2 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Child care for parent meetings | 2,498.00 |
| G1A2 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | New HSL position | 12,044.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher subs | 177.00 |
| G1A2 | Sup & Conc | Instruction | Bks & Ref | | | : Achieve 3000 software to support instruction | 10,000.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies to support instruction | 22,875.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology to support instruction. | 4,049.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology to support student learning | 3,479.00 |
| G1A2 | Sup & Conc | Instruction | Travel | | | : Travel/Conferences | 4,247.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | | : Tech Maintenance | 1,332.00 |
| G1A2 | Sup & Conc | Instruction | Cons Svc/Oth | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6 | 5,622.00 |
| G1A2 | LCFF: EL | Instruction | Bks & Ref | | | : Achieve 3000 software to support instruction. | 5,465.00 |
| G1A2 | LCFF: EL | Instruction | Mat & Supp | | | Materials and supplies to support instruction. | 5,206.00 |
| G1A2 | LCFF: EL | Instruction | Nc-Equipment | | | : Technology to support EL students. | 466.00 |
| G1A2 | LCFF: EL | Instruction | Direct-Other | | | ELPAC Assessors | 2,500.00 |
| G1A2 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | | 10,773.00 |
| G4A1 | Sup & Conc | Guidance & Counseling Services | Cons Svc/Oth | | | On-Site Counseling/FPU : Onsite counseling for student social emotional needs | 20,976.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.4375 | | 30,194.00 |
| G4A1 | Sup & Conc | Other Pupil Services | Cons Svc/Oth | | | Fun Works : Contract for Fun Works to support student attendance and truancy rate. Building culture and climate for school wide assemblies addressing social emotional learning needs. | 2,500.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.1875 | | 12,941.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Local Mileag | | | : Mileage for HSL | 100.00 |

\$245,704.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$43,334.00 |
| Sup & Conc | 7090 | \$157,031.00 |
| LCFF: EL | 7091 | \$45,339.00 |
| Grand Total | | \$245,704.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$178,993.00 |
| G4 - All students will stay in school on target to graduate | \$66,711.00 |
| Grand Total | \$245,704.00 |