

Anthony Elementary

10621666111231

Principal's Name: Victoria Maglieri

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Victoria Maglieri	X				
2. Chairperson – Maricela Nava				X	
3. Garrett Main		X			
4. Vardine Adjinian			X		
5. Olivia Ramirez		X			
6. Paul Hayer			X		
7. Juana Meza				X	
8. Benita Vasquez				X	
9. Fabiola Garcia				X	
10. Chanell Conley				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 _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Victoria Maglieri	<i>Victoria Maglieri</i>	4/23/20
SSC Chairperson	Maricela Nava	<i>maricela nava</i>	5-5-20

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 2020/21

Anthony - 0015

ON-SITE ALLOCATION

3010	Title I	\$50,138 *
7090	LCFF Supplemental & Concentration	\$156,888
7091	LCFF for English Learners	\$44,577
TOTAL 2020/21 ON-SITE ALLOCATION		\$251,603

* 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	\$1,419
Remaining Title I funds are at the discretion of the School Site Council	\$48,719
Total Title I Allocation	\$50,138

Anthony Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	44.872 %	36.992 %	2018-2019	43.992 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.191 %	34.836 %	2018-2019	41.836 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-115.3 pts	2018-2019	-100.3 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-123.2 pts	2018-2019	-108.2 pts
SBAC ELA Distance from Level 3 (African American)		-43.6 pts	2018-2019	-28.6 pts
SBAC Math Distance from Level 3 (African American)		-67.9 pts	2018-2019	-52.9 pts

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)

EL Reclassification Rate (All Grades):

Current- 20.223%

Actual- 1.587%

2018-2019- 5.8%

SBAC ELA Meets or Exceeds Standards:

Current- 40.488%

Actual- 37.872%

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)

Based on the CASchool Dashboard 2019, English Language Learners and socioeconomically disadvantaged students performed on average 34.9 points below standard, as compared to an average of 31.4 points below standard school wide. However, this is a drop in growth of 33.9 points from 2018. Additionally, Power BI data showed that 37% of our students met standards. This is a 1% growth from 2018. This maybe attributed to not adequately addressing the wide range of gaps in grade level content knowledge and skills that our students who are socially economically disadvantaged have, most often 2 or more grade levels below. It is challenging for GE teachers to fill these below grade level gaps, while continuing to teach and support SPED students with on grade level content. When RSP students are pulled for services and tier 3 support (below grade level content), students sometimes miss tier 2 intervention with on grade level content within their classroom, so gaps continue. Additionally, many of our students with special needs also experience trauma and often demonstrate behaviors that negatively impacts their learning. We lack adequate personnel to support the wide range of extensive needs, as well as specific instructional and behavioral strategies to

2018-2019- 37%

Actions currently working at Anthony are site wide common literacy strategies, common PLC formative assessments that are calendared and analyzed for next steps of instruction, 1 to 1 technology support in -6th grades, RTI pull-out for K-6 students, after school tutoring and identifying EL, SPED and at-risk students who require additional targeted support.

SBAC ELA Distance from Level 3 (African American)

No actions were associated with this group.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

No actions were associated with this group.

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

SBAC Math Meets or Exceeds Standards:

Current- 38.308%

Actual- 33.191%

2018-2019- 34.8%

Actions currently working at Anthony are site wide common mathematical strategies, common PLC formative assessments that are calendared and analyzed for next steps of instruction, 1 to 1 technology support in -6th grades, RTI pull-out for K-6 students, after school tutoring and identifying EL, SPED and at-risk students who require additional targeted support.

SBAC Math Distance from Level 3 (African American)

No actions were associated with this group.

SBAC Math Distance from Level 3 (Students w/Disabilities)

No actions were associated with this group.

fully address the academic and social-emotional needs of our students. EL – Based on the CA School Dashboard 2019, EL students in grades 3-6 (86 students) performed on average 42.6 points below standard on ELA SBAC, as compared to an average of 28.2 points below standard schoolwide.

Additionally, Power BI showed that 18% of EL students met standards on ELA SBAC, as compared to 37% school wide. However, this is the same as the 7% from 2018. This may be attributed to the fact that our EL students are struggling in the areas of speaking and writing. Not all EL students received small group designated ELD instruction consistently in their classrooms. Some EL students are getting either small group ELD, or small group reading intervention, and not both. ELD lessons are not always intentionally planned.

SBAC ELA Distance from Level 3 (African American)

Based on Power BI, 26% of our African American students are meeting ELA standards on the 2019 SBAC. This is a drop from 30% meeting on 2018 ELA SBAC. On the CA Dashboard African American students were 43.6 points away from meeting ELA SBAC standards. This may be attributed to a lack of teachers goal setting and tracking data on this sub group.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Based on Power BI, 2.6% of our students with disabilities are meeting ELA standards on the 2019 SBAC. This was a drop from 2018, 5.85 met ELA standards. On the CA Dashboard our students with disabilities were 115.3 points from meeting ELA standards on 2019 SBAC. This may be attributed to the growth of enrollment and not having a teacher for the third class until after quarter 1. After quarter 1, we added a class so that we have 4 SDC classrooms: 1 preschool, 1 1-2 class, 1 3-4 class, and 1 5-6 class allowing for smaller class sizes to meet the differentiated learning needs of students.

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

Based on the CA School Dashboard 2019, students performed on average 44.8 points below standard on Math SBAC. Additionally, Power BI data showed that 34% of students met standards, as compared to 33% last year. This may be attributed to their wide range of gaps in below grade level math concepts, as well as additional struggles with reading and understanding word problems and being able to complete multi-step problems accurately. EL - Based on the CA School Dashboard 2019, EL students (87 students) performed on average 49 points below standard on Math SBAC, as compared to an average of points below standard school-wide. Additionally, Power BI data showed that only 10% of EL students met standards, as compared to 34% school wide. This may be attributed to Math requiring the use and understanding of specific content vocabulary and writing to explain approaches, strategies, and understanding of concepts.

SBAC Math Distance from Level 3 (African American)

Based on Power BI, African American students scored 32% meeting math standards on 2019 Math SBAC. However this was growth from 2018 from 21% meeting on math standards. This could be attributed to the math intervention for 4th and 5th grade students 2 or more years below grade level.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Based on Power BI, 5.6% of students with disability were meeting on the 2019 Math SBAC. On the CA Dashboard our students with disabilities were 67.9 points from meeting standards on Math SBAC. This may be attributed to the growth of enrollment and not having a teacher for the third class until after quarter 1. After quarter 1, we added a class so that we have 4 SDC classrooms: 1 preschool, 1 1-2 class, 1 3-4 class, and 1

5-6 class allowing for smaller class sizes to meet the differentiated learning needs of students.

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

A major plan shift was the utilization of iReady as the district common assessment. This provided additional data and diagnostic information, but staff needs further training on how to utilize the data and make shifts in their teaching. This is changing the dynamics of PLC work. Due to this program shifts have been made towards professional learning and planning, which includes budget changes to support the costs of subs to provided planning days and on-site and regional peer observations.

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.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA. Budget modifications for next year may included adding FTE or contracts for additional social-emotional support.

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:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

2 ELAC:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

3 Staff:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

Action 1

Title: Reading by 3rd Grade

Action Details:

In order to assure that students are reading by 3rd grade, teachers will use the guaranteed and viable curriculum to provide instruction in foundational literacy skills and complex text, talk and tasks aligned to grade level standards. In addition, teachers will provide small group reading instruction to provide differentiated instruction to students at their assessed levels. Grade level PLCs will work together to analyze progress monitoring tools to determine grouping and

instructional moves for classroom small group reading instruction. During quarterly benchmark assessments, students not meeting benchmarks will participate in a targeted Response to Intervention program that is in addition to classroom small group reading instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. K-2 Orton Gillingham Reading Assessment
2. Kinder Orton Gillingham Phonics Assessment (given quarterly)
3. K-2 BAS
4. ELA IREADY Diagnostic
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, FIABs, IABs
9. SBAC
10. Goal-setting conferences with students
11. All African American students will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
12. Adopted supplemental curriculum (WonderWorks, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.
13. PL content will include developing capacity in teaching and learning in support of our African American students.
14. PL opportunities for staff will be provided in supporting the engagement, social emotional, and behavioral needs of African American students..

Owner(s):

1. K-3 Teachers, TSA
2. KTeachers, TSA
3. K-2 Teachers, TSA
4. K-6 Teachers, TSA, Vice Principal
5. K-6 Teachers, TSA, RSP Teacher
6. Principal, Vice Principal
7. K-6 Teachers, Principal, Vice Principal
8. Teachers, Grade Level PLCs
9. 3rd-6th Grade Teachers, PLCs
10. Teachers, students, administrative team (with selected students)
11. Teachers, RTI Team, paraprofessionals, Teaching Fellows.
12. Teachers, RTI Team, paraprofessionals, Teaching Fellows.
13. Administrative Team, TSA, Teachers
14. Administrative Team, TSA, Teachers, PLCs

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, End of 3rd Qu (or according to district timeline)
5. Every 6 weeks
6. Weekly
7. After IREADY Diagnostic 1, 2 and end of 3rd Quarter
8. Common CFUs as appropriate, at least 2 CFAs/IABs per quarter in ELA and Math
9. Annually
10. Sept, Jan.
11. Daily
12. Daily
13. Monthly
14. Monthly

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

1. All K-6 students will receive grade level standards-based instruction using the guaranteed and viable curriculum with focus on rigorous questions and tasks aligned to SBAC questions stems and tasks, complex text, and talk.
2. All Kinder-6th grade students will participate in intervention/small group reading instruction 30 min/day, 4 days/week, including Special Education and English Learner Kinder-6th grade students Sept-May 2021. Intervention will be provided by classroom teachers, Teaching Fellows, and Special Education staff.
3. Beginning in September 2020, all Kdgn students will participate in Orton Gillingham Foundational Skill lessons 30 min/day, 4 days per week. Intervention will be provided by classroom teachers, a 3.5 hour Certificated Tutor and Special Education Staff.
4. 1st grade students beginning the 2020-21 school year at IREADY Kinder or pre Kinder level or below will receive additional Foundational Skill Orton Gillingham instruction for 30 min during another block of time within school.
5. All Kinder-6th grade students will receive small group leveled reading instruction beginning September 2020, including Special Education and English Learner Students.

6. Volunteers will work with students on literacy skills such as sight words and letter sounds during literacy center time within the classroom.
7. Integrated and Designated ELD will be provided to EL students three days a week for 30 minutes a day.
8. Tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of during grade level RTI.

Summary of Tiered Support:

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

Tier 2 = Teachers identify students in African American and Student with Disability subgroups. Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The PLC team, along with Teaching Fellows and Special Education staff will provide intervention.

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

Specify enhanced services for EL students:

1. Teachers will utilize best practices in support of academic language acquisition
2. Professional Learning will be provided to deepen understanding of ELA/ELD standards and use of Wonders curriculum to provide ELD
3. All subgroups will have access to instruction in foundational skills, Small group reading instruction and Intervention.
4. Teachers will identify African American students and students with disabilities and progress monitor student interventions based on data: IREADY, fluency, Orton Gillingham Reading Assessment, CFA/IABs.
4. Quarterly monitoring of RFEP students
5. Teachers will know names and ELD levels of all EL students in their classroom and meet with students for goal setting.
6. Teachers to provide ELD instruction for 30 minutes a day using the Wonders Curriculum.
7. PL content will include developing capacity in teaching and learning in support of our EL students.

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

1. During Fall parent/teacher conferences, teachers will share Orton Gillingham Reading Assessment, BAS, and IREADY 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. Teachers will plan ELD instruction 3 days a week for 30 minutes a day and incorporate ELD strategies into ELA lessons.
3. Parents will receive schoolwide and grade level data from Orton Gillingham Reading Assessment, BAS, IREADY, and SBAC during School Site Council and English Learner Advisory Council meetings. Childcare, refreshments and supplies will be provided for SSC and ELAC meetings.
4. Site will host Parent University classes about Early Literacy. Refreshments will be provided.
5. A Home School Liaison will help coordinate Parent University classes, Parent classroom visits, SSC and ELAC meetings and other opportunities for parent involvement.

Specify enhanced services for low-performing student groups:

- RTI intensive reading instruction
- small group differentiated reading instruction
- Goal setting conferences
- small group support with Literacy volunteer
- 1st-6th grade students IREADY supplemental curriculum
- Orton Gillingham Foundational Skill intervention lessons
- See direct instructional services for tiered supports to low performing student groups.
- African American students demonstrating a need for additional support in learning grade level content standards will receive instruction in alignment with and in support of their grade level content standards.
- All African American students will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.

Describe Professional Learning related to this action:

1. Small Group Reading Instruction
2. Professional Learning Communities at Work (Learning by Doing)
3. Teachers to receive Professional Learning on Integrated/Designated ELD and plan Complex Text, Talk, and group collaboration ELD strategies.
4. Analyzing IABs/FIABs to provide intervention/reteach based on misconceptions
5. IREADY curriculum resources and PL on data analysis and planning
6. Instructional Practice Guide (with focus on Tenet 2B,3)-Teachers plan rigorous DOK 2,3 questions and tasks aligned to SBAC questions stems and SBAC tasks during grade level planning days.
7. Frequent classroom and PLC feedback on rigorous questions and tasks aligned to SBAC question stems and tasks

- 6. All parents will have access to student grades via Cass DOJ, Edutext, and the ATLAS Parent Portal.
- 7. All parents will be invited to visit classrooms during Literacy instruction once per semester

- 8. Schedule peer observations of ELA instruction aligned to rigorous questions and tasks aligned to SBAC question stems and tasks
- 9. Monthly PL to include developing capacity in teaching and learning in support of our African American students.
- 10. PL opportunities for staff will be provided in supporting the engagement, social emotional, and behavioral needs of African American students..

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

Owner(s):

1. Principal, Vice-Principal
2. Principal, Vice-Principal
3. Grade Level PLCs
4. Kdgn-6th grade teachers and PLCs
5. Kinder-6th grade teachers and PLCs
6. 3rd-6th grade teachers and PLCs, TSA
7. Kdgn-3rd grade teachers and PLCs
8. Kdgn-2nd grade teachers and PLCs, TSA
9. Kdgn -2nd teachers and PLCs
10. Principal, Vice Principal and grade level PLCs
11. Classroom teacher, student, administrative team for selected students
12. 3rd-6th grade Teachers, PLCs, Student, Administrative Team
13. 1st-6th grade level teachers, TSA
14. 1st-6th grade level teachers, TSA
15. Principal, VP, TSA, School psychologist, TSA, teachers, RSP teacher, subs
16. Principal, VP, teachers, subs

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
15. Monthly
16. 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.
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, and IREADY intervention.
5. Teaching Fellows 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.
10. PL content will include developing capacity in teaching and learning in support of our EL students.

Summary of Tiered Support:

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

Tier 2 = Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The 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 modeled in Professional Learning.
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 IREADY for EL students and students in identified sub-groups.
- 6 Teachers will attend PL: Planning rigorous questions and tasks aligned to SBAC.
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.
12. PL content will include developing capacity in teaching and learning in support of our EL students.

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, IREADY Assessments, Orton Gillingham Reading Assessment, 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
6. All parents will have access to students grades via Edutext and the ATLAS Parent Portal

Specify enhanced services for low-performing student groups:

- RTI-30 minutes of designated intensive reading instruction
- Tier 2 support-small group intervention or reteach
- Tier 3 support-small group, one on one intervention or reteach

Describe Professional Learning related to this action:

1. K-2 teachers attend Orton Gillingham data analysis and lesson planning
2. Small group reading instruction
3. Utilizing IREADY resources for intervention
4. Professional Learning Communities at Work (Learning by Doing)
5. Integrating DOK 2,3 questions and rigorous tasks aligned to SBAC
6. Analysis of SBAC Performance Task
7. 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, IREADY, and site feedback.
2. Grade Level PLC observations and feedback
3. Common checking for understanding given every 2-4 weeks by grade levels to monitor progress on learning targets for essential standards.
4. Common formative assessments or IAB/FIABs given every 6-8 weeks by grade levels to monitor progress on multiple essential standards.
5. IREADY Diagnostic
6. SBAC Block Assessments for grades 3-6
7. PLC Student Progress Conferences
8. SBAC
9. Student goal-setting conferences

Owner(s):

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

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 African American subgroup, EL, Foster Youth, Homeless and Special Education students. Classroom instruction will include engagement strategies and checking for understanding that assures that all disproportionate groups (including African American students) have increased opportunities to respond to learning.
- Tier 2 = Through the progress monitoring process that will take place every 4-6 weeks, students will receive additional instruction during a designated Intervention block according to need. The 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 IREADY for students in identified subgroup: EL, African American, and Special Education.

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 grade levels
2. Aligning Math curriculum with CCSS, SBAC Targets and planning rigorous instruction aligned to SBAC tasks specifically with the problem solving and application portion of math lessons
3. Strategies for increasing Mathematical Discourse
4. Integrating Mathematical Practices
5. Understanding the Instructional Practice Guide Tenet 2A and what it looks like in classrooms
6. Peer observation of math instruction planned with rigorous tasks aligned to SBAC tasks and question stems

2020-2021 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	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies- Food for ELAC, SSC, parent classes	1,500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			iReady Teacher Toolbox	2,805.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings	1,896.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent engagements	1,500.00
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, SST, PL	5,944.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction *NO FOOD OR INCENTIVES*	468.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support student learning	5,766.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Teaching Fellows to support struggling students in grades K-6.	26,259.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for data chats and planning, SST, PL	5,944.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	19,587.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	10,532.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6.	33,367.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	2,500.00
G1A2	Sup & Conc	Instruction	Direct-Food			: Direct food	2,800.00
G1A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Child care for parent meetings	1,265.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction	3,790.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL students	1,500.00
G1A2	LCFF: EL	Instruction	Direct-Maint			: Tech Maintenance	2,500.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G1A2	LCFF: EL	Instruction	Direct-Food			Direct food (PL)	1,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			iReady Teacher Toolbox	2,805.00

\$138,228.00

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	96.189 %	43.8 %	2018-2019	50.8 %

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

- Goal 2 Metrics: Current Target Actual As Of Target Goal 2 Participation Rate- 72.904%
- Actual- 89.189 %
- 2018-2019 2 %

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

Goal 2 Participation Rate

Based on Pulse SEL surveys, some students identified a lack in school connectiveness. Our staff is lacking the tools and staffing to fully address the social and emotional needs of our students. These needs impact their participation in Goal 2 activities.

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

We leveraged the Culture & Climate team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. We worked with a Goal 2 TSA to implement Internural sports for the second semester.

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.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA. Budget modifications for next year may include adding FTE or contracts for additional social-emotional support. SEL survey data will be shared site-wide.

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:

2 ELAC:

3 Staff:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

Action 1

Title: Arts, activities and athletics

Action Details:

Susan B. Anthony will ensure that all student are participating in arts, activities and athletics by offering student clubs and Character Count Assemblies every quarter. All student will participate in grade level field trips. Sports, basketball, softball, volley ball, track and soccer will be offered to 3rd – 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 Education Assemblies focused on Anthony Guidelines for Success (STARS)
2. All TK- 6th grade students will have the opportunity to go on at least 1 fieldtrip
3. All 4th grade students will participated in Music instruction using recorders and interested students will have the opportunity to participate in choir
4. 5th and 6th grade students will have the opportunity to participate in band and/or choir
5. At risk students will be invited to 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
9. TK-6 students will have additional opportunities to engage in arts and activities of interest during or following the school day (i.e. Reading or PE Buddies, Jobs).

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. Trauma Informed Practices and Resiliency PL
4. Meaningful Work and Connections Programs
5. 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 %	73.333 %	2018-2019	80.333 %
Exposure to Careers - 4th Grade	100 %	84.848 %	2018-2019	91.848 %
Exposure to Careers - 6th Grade	100 %	95.89 %	2018-2019	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

Actions currently working are site wide character development and competencies for workplace success. Overall students are showing growth in Goal 2 activities.

Exposure to Careers - 4th Grade

Actions currently working are site wide character development and competencies for workplace success. Overall students are showing growth in Goal 2 activities.

Exposure to Careers - 6th Grade

Actions currently working are site wide character development and competencies for workplace success. Overall students are showing growth in Goal 2 activities.

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

Exposure to Careers - 3rd Grade

Based on Pulse SEL surveys, some students identified a lack in school connectiveness. Our staff is lacking the tools and staffing to fully address the social and emotional needs of our students. These needs impact the student participation in Goal 3 activities.

Exposure to Careers - 4th Grade

Based on Pulse SEL surveys, some students identified a lack in school connectiveness. Our staff is lacking the tools and staffing to fully address the social and emotional needs of our students. These needs impact the student participation in Goal 3 activities.

Exposure to Careers - 6th Grade

Based on Pulse SEL surveys, some students identified a lack in school connectiveness. Our staff is lacking the tools and staffing to fully address the social and emotional needs of our students. These needs impact the student participation in Goal 3 activities.

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

We leveraged the Culture & Climate team to implement school wide Moring Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Students are encouraged to participate in Goal 3 activities. Parents are encouraged to permit their children to participate in Goal 2 activities.

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.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA. Budget modifications for next year may include adding FTE or contracts for additional social-emotional support. SEL survey data will be shared site-wide.

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:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

2 ELAC:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

3 Staff:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

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 for site Meaningful Work program

Owner(s):

Classroom teachers

Vice principal

RCA, VP

Timeline:

Quarterly

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

1. All students will be invited to participate in field trips and activities related to careers
2. All students participate in Hero Day where community members mentor students
3. All student participate in Read Across America Day where members of the community read to students
4. Leadership Clubs-Aspire Girls and Boys to Men Club
5. Clean Air Quality Grant invites students and community members to become involved in understanding air pollution and particulate matter
6. Kindness Challenge in February

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	26.897 %	29.611 %	2018-2019	27.611 %
Suspensions Per 100	13.286 %	8.953 %	2018-2019	7.953 %
Chronic Absenteeism (Students with Disabilities)		24.3 %	2018-2019	22.3 %
Suspension Rate (Students w/Disabilities)		5.4 %	2018-2019	2.4 %
Chronic Absenteeism (African American)		42.1 %	2018-2019	40.1 %
Suspension Rate (African American)		8.9 %	2018-2019	5.9 %

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

Currently all actions are working or there has not been enough data gathered to deem actions ineffective.

Chronic Absenteeism (African American)

No actions were associated with this group.

Chronic Absenteeism (Students with Disabilities)

No actions were associated with this group.

Suspension Rate (African American)

No actions were associated with this group.

Suspension Rate (Students w/Disabilities)

No actions were associated with this group.

Suspensions Per 100

Currently all actions are working or there has not been enough data gathered to deem actions ineffective.

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

Chronic Absenteeism

Chronic Absenteeism Based on the Power BI Dashboard, as of April 20, 2020, 57% of enrolled students have a level 1 attendance rate (good), 17% have a level 2 attendance rate (manageable), 19% have a level 3 attendance rate (chronic), and 5.2 % have a level 4 attendance rate (severely chronic). The average daily attendance rate is 93%, which is good. All grade levels meet or exceed 90% for attendance. SPED-Our group increased in absenteeism. Based on the CA School Dashboard 2019, 29.6 % of 125 students with special needs were chronically absent during the 2018-19 school year. Additionally, as of March 2020, Power BI showed that our students with disabilities continue to have the highest rate of chronic/severely chronic absenteeism at 25.8%(23/125 SPED students). This may be a result of the number of these students who have serious medical conditions and/or illness that keeps them out of school frequently, or for multiple days at a time. Additionally, many of our SPED students in our ALPs programs do not live near our school and parents often struggle with transportation or students do not get on the bus provided. Kinder - As of March 2020, Power BI showed that 25.7% of our kinder students are chronically absent. This may be a result of kinder students being likely to have more illnesses due to first exposure to a school setting. Parents also elect to keep kinder students out of school more frequently. .

Chronic Absenteeism (African American)

According to the CA dashboard 42% of African American students were chronically absent however we met our goal of 40%.

Chronic Absenteeism (Students with Disabilities)

No actions were associated with this group.

Suspension Rate (African American)

Suspension rate for our African American sub group significantly declined. In 2018 suspension rate for African American students on Power BI was 28% and suspension rates for 2019 was 10%. The decline in suspension rates for African American students is attributed to the work that our CCT team did on addressing student connectedness and student involvement through meaningful work, Morning Meetings, and school clubs. Survey data shows that African American students felt connected to a caring adult 57% up from 40% in 2018.

Suspension Rate (Students w/Disabilities)

Suspension rate for students with disabilities dropped.

The decline in suspension rates for students with disabilities is attributed to the work that our CCT team did on addressing student connectedness and student involvement through meaningful work, Morning Meetings, and school clubs.

Suspensions Per 100

The overall suspension rate dropped. We leveraged the Culture & Climate team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Admin attended Discipline Guidelines PL. CCT and Admin monitored misbehavior and suspension data. PL was centered on Morning Meetings and survey data.

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

We leveraged the Culture & Climate team to implement school wide Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Teachers are encouraged to refer students to Onsite Counseling and site RCA for SEL supports.

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.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA. Budget modifications for next year may include adding FTE or contracts for additional social-emotional support. SEL survey data will be shared site-wide.

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:

2 ELAC:

3 Staff:

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

We will utilize this document, SBAC data, and iReady diagnostics to share with the SSC, ELAC, and Staff. Each group will be asked to provide input on current actions and suggestions to shifts in actions. We plan to have an SSC meeting January to review all SPSA data, actions, and budget, the end of March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes. A form will be created in TEAMS to allow an opportunity for staff to provide feedback toward the SPSA and site budget.

Action 1

Title: Social/Emotional Supports

Action Details:

The school will implement a schoolwide focus on improved student attendance and reducing suspensions. 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. Hand in Hand Mentor will work with staff and students to provide increased social-emotional support and collaborate with RCA, VP, and CCT. Every Neighborhood Partnership will provide professional learning to staff on trauma informed practices. All teachers and support staff will continue to implement Morning Meetings school wide to increase student connectedness to staff, provide social emotional supports to students, and to decrease chronic absenteeism rate and school wide misbehaviors.

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
8. Hand in Hand Mentoring counselor will support Tier 3 students
9. Tier 3 students will meet with On Site Counselor
10. Morning Meetings Tier 1 SEL
11. Cultural Proficient Instruction

Owner(s):

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

Timeline:

1. Daily
2. Quarterly
3. Daily
4. Weekly
5. Quarterly
6. Quarterly
7. Monthly
8. Monthly
9. Monthly
10. Monthly
11. Monthly

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

1. All students who have perfect attendance will receive positive recognition through participation in incentive activities and quarterly awards
2. TK and Kindergarten classes will offer free choice during the first 15 minutes of class to assist with transition and encourage positive attendance.
3. A school team consisting of an administrator, school psychologist, Resource Counseling Assistant, Child Welfare Attendance Specialist and the classroom teacher will meet to identify needs and develop a support plan for students who are at risk due to poor attendance or suspensions.
4. K-3 students who are at risk due to attendance or behavior will participate in the Connections Program
5. K-6 students who are at risk due to lack of connectedness to school will participate in our Meaningful Work program.
6. Character Education Anthony Guidelines for Success (STARS) Assemblies (Funworks) will be held quarterly.
7. A 10-2 Mentoring program will be implemented. School staff will be given the name of an at risk student. During the first 2 weeks of school, staff will spend at least 10 minutes getting to know the student. Throughout the year, staff will check in with their student at least once per week.
8. 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. Hand in Hand Mentoring Counselor will support students with Tier 3 interventions and supports.
10. Administrative Team will collect and monitor data related to participation of English Learners, Special Education, Foster Youth, Homeless and African-American students. Students from these subgroups will be given priority for our Connections, Meaningful Work and 10-2 Mentoring program.

Specify enhanced services for EL students:

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

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

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.

Specify enhanced services for low-performing student groups:

Tier 2 students will meet with RCA during recess-Shuttle

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
7. MTSS book discussion with ILT and CCT
8. Morning Meetings
9. Peer observations of Morning Meeting Structures
10. Culturally Proficient Instruction PL

2020-2021 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	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	No translation of mandatory items such as ELAC, IEP	11,701.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling for student social/emotional needs.	20,976.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand In Hand mentoring services to support and engage students, build relationships and connections with others	20,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			ENP Coordinator of Volunteers : Trauma PL for all certificated staff	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		31,112.00
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		13,335.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		11,701.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL.	50.00

\$113,375.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0015 Anthony Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies- Food for ELAC, SSC, parent classes	1,500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			iReady Teacher Toolbox	2,805.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher meetings	1,896.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent engagements	1,500.00
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, SST, PL	5,944.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies to support instruction *NO FOOD OR INCENTIVES*	468.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support student learning	5,766.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Teaching Fellows to support struggling students in grades K-6.	26,259.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for data chats and planning, SST, PL	5,944.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction	19,587.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support instruction	10,532.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6.	33,367.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	2,500.00
G1A2	Sup & Conc	Instruction	Direct-Food			: Direct food	2,800.00
G1A2	Sup & Conc	Parent Participation	Cls Sup-Sup			Child care for parent meetings	1,265.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction	3,790.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL students	1,500.00
G1A2	LCFF: EL	Instruction	Direct-Maint			: Tech Maintenance	2,500.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G1A2	LCFF: EL	Instruction	Direct-Food			Direct food (PL)	1,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			iReady Teacher Toolbox	2,805.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	No translation of mandatory items such as ELAC, IEP	11,701.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling for student social/emotional needs.	20,976.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand In Hand mentoring services to support and engage students, build relationships and connections with others	20,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			ENP Coordinator of Volunteers : Trauma PL for all certificated staff	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		31,112.00
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	2,500.00

G4A1		Other Pupil Services	Cons Svc/Oth		social emotional learning needs.	7,500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875	13,335.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	11,701.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag		Mileage for HSL.	50.00
						\$251,603.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,138.00
Sup & Conc	7090	\$156,888.00
LCFF: EL	7091	\$44,577.00
Grand Total		\$251,603.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$138,228.00
G4 - All students will stay in school on target to graduate	\$113,375.00
Grand Total	\$251,603.00