


Anthony Elementary

10621666111231

Principal's Name: Victoria Maglieri

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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| 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/Parent and Family Engagement Policy /Compact **See Addendum</i> |

| District Goals | |
|--|---|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p> | |
| Student Goal | Improve academic performance at challenging levels |
| Student Goal | Expand student-centered and real-world learning experiences |
| Student Goal | Increase student engagement in their school and community |
| Staff Goal | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal | Increase inclusive opportunities for families to engage in their students’ education |

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

Consolidated Program Assurances

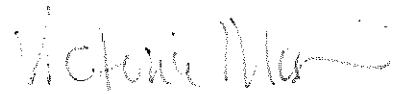

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| The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually. |
| The SSC, and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

School Site Council

| School Site Council List | | | | | |
|----------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Victoria Maglieri | X | | | | |
| 2. Chairperson - Maricela Nava | | | | X | |
| 3. VP- Paul Hayer | | | X | | |
| 4. TSA- Vardine Adjinian | | | X | | |
| 5. Garrett Main | | X | | | |
| 6. Isaac Rosales | | X | | | |
| 7. Juana Meza | | | | X | |
| 8. Benita Vasquez | | | | X | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: Anthony Elementary | | | |
|---|-------------------|--|---------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Victoria Maglieri |  | 3/16/21 |
| SSC Chairperson | Maricela Nava |  | 3/16/21 |

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 2021/22

Anthony - 0015

ON-SITE ALLOCATION

| | | |
|---|---|------------------|
| 3010 | Title I | \$51,175 * |
| 7090 | LCFF Supplemental & Concentration | \$164,802 |
| 7091 | LCFF for English Learners | \$46,170 |
| 7099 | School Opening Support <i>(New! One-time funds)</i> | <u>\$18,614</u> |
| TOTAL 2021/22 ON-SITE ALLOCATION | | \$280,761 |

* 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 | \$1,335 |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$49,840</u> |
| Total Title I Allocation | \$51,175 |

Anthony Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|---------|
| I-Ready ELAD2 On Level | | 32.8 % | 2020-2021 | 39 % |
| I-Ready Math D2 On Level | | 26.74 % | 2020-2021 | 33.69 % |
| I-Ready ELAD2 On Level (Students With Disabilities) | | 10.53 % | 2020-2021 | 17.53 % |
| I-Ready Math D2 On Level (Students With Disabilities) | | 7.02 % | 2020-2021 | 14.02 % |
| I-Ready ELAD2 On Level (African American) | | 40.74 % | 2020-2021 | 47.74 % |
| I-Ready Math D2 On Level (African American) | | 24 % | 2020-2021 | 31 % |
| ELPAC Percent Making Annual Progress (English Learner) | | 24.53 % | 2019-2020 | 24.53 % |
| I-Ready ELAD1 On Level (English Learner) | | 12.26 % | 2020-2021 | 19.26 % |
| I-Ready Math D1 On Level (English Learner) | | 11.32 % | 2020-2021 | 18.32 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

I-Ready ELAD2 Grades 1st-6th grade 24.38% current year

2019-20 I-Ready ELA Data Grades 1st-6th grade 15%

2019-20 I-Ready ELA Data EL Students K-6th grade 12% 2021-22 ELA Goal 19%

Actions currently working at Anthony are school wide Tier 1 instruction with aligned to CCSS essential standards and SBAC Targets, grade level common formative assessments that are calendarized and

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

I-Ready ELA D2 On Level

Many of our Tier 2 and 3 students suffer from trauma. Our staff is attending professional learning for trauma informed practices. We need Tier 2 and Tier 3 supports to be able to provide supports and skills to students.

I-Ready ELA D2 On Level (African American)

Student support was given to students after meeting with the African American Attendance Team in February. Student supports will be needed for the 2021-22 school year.

analyzed for next steps of instruction, 1 to 1 technology support for K-6th grade students, RTI intensive reading instruction for K-6th grade students, after school tutoring for EL students, and small group instruction for SPED and at risk students who require additional targeted support. Teacher received instructional support through job embedded PL from site based TSA. Students in grades K-6 who perform 2 or more grade levels below on I-Ready received Tier 3 reading intervention support. Teacher began administering CFAs using EdCite. Teachers in grades 3-6 plan quarterly essential learning in alignment with the SBAC targets. 3rd-6th grade teachers administer FIABs and IABs and created reading comprehension questions aligned to SBAC targets (DOK 2,3) used in ELA instruction.

I-Ready ELA D2 On Level (African American)

17.95% 2019-20

Current 25.64%

Students grew in reading according to IReady Diagnostic 2 however 41% of students are at 2 or more grade levels below. The majority of students reading 2 or more grade levels below are in 4th-6th grade.

I-Ready ELA D2 On Level (Students With Disabilities)

ELA Previous Year 0% Current Year 0%

SDC Previous Year 10.81% Current Year 5.41%

RSP Previous Year 0% Current Year 6.25%

I-Ready Math D2 On Level

20.21% Current School Year

13.33% 2019-2020 School Year Grades 1st-6th grade

2019-20 Math IReady EL students 11% 2021-22 Goal 18%

Actions currently working at Anthony are site wide common mathematical strategies, grade level common formative assessments that are calendarized and analyzed with next steps of instruction, 1 to 1 technology support in K-6th grade, RTI for intensive math support, after school tutoring for identified EL, SPED and at risk students that require additional targeted support. PLCs develop quarterly CFA plans based on essential CCSS and SBAC targets using the FUSD adopted curriculum. All PLCs administered a minimum of 2 CFAs per quarter and analyze student misconceptions to provide targeted instruction. RTI is provided for Tier 3 students in 4th and 5th grade.

I-Ready Math D2 On Level (African American)

Math Previous Year 15.38% Current Year 12.82%

I-Ready Math D2 On Level (Students With Disabilities)

Math Previous Year 0% Current Year 0%

SDC On grade level below: Previous Year 0% Current Year 6.76%

RSP Previous Year 0% Current Year 0%

One Grade Level Below: Previous Year 7.5% Current Year 12.5%

ELPAC Percent Making Annual Progress (English Learner)

I-Ready ELA D2 On Level (Students With Disabilities)

No actions were associated with this group.

I-Ready Math D2 On Level

Many of our Tier 3 students suffer from trauma. Our staff is attending professional learning for trauma informed practices. We need Tier 2 and Tier 3 supports to be able to provide the appropriate social emotional supports to our students.

I-Ready Math D2 On Level (African American)

Student support was given to students after meeting with the African American Attendance Team in February. Student supports will be needed for the 2021-22 school year.

I-Ready Math D2 On Level (Students With Disabilities)

No actions were associated with this group.

ELPAC Percent Making Annual Progress (English Learner)

Teachers need to schedule daily ELD instruction utilizing the ELD Wonders curriculum. There is a need to have ELD daily instruction for 30 minutes a day. Teachers need to plan SBAC Targets in Quarterly Cycle of Learning Plans to include SBAC released questions and embed SBAC questions stems aligned to SBAC targets.

I-Ready ELA D1 On Level (English Learner)

Teachers need to schedule daily ELD instruction utilizing the ELD Wonders curriculum. There is a need to have ELD daily instruction for 30 minutes a day.

I-Ready Math D1 On Level (English Learner)

Teachers need to schedule daily ELD instruction utilizing the ELD Wonders curriculum. There is a need to have ELD daily instruction for 30 minutes a day. Utilize ELA standards, ELD Framework/ ELD standards, math Common Core State Standards, and math curriculum, to align instruction that promotes language acquisition across content.

I-Ready ELAD1 On Level (English Learner)

I-Ready Math D1 On Level (English Learner)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major shift was the utilization of the IReady Tool box and using IReady as the district benchmark assessments. This provided additional data and diagnostic information as well as tools to provide targeted instruction to students 1 or more grade levels below. Due to this program and the program tools shifts have been made towards professional learning and planning which includes budget changes to support the costs of subs for planning days and peer observations. Targeted supports were provided to Tier 2 students in small group instruction in the classroom, and Tier 3 supports were provided in a pull out during RTI and was monitored by our TSA. TSA provided PL to teaching fellows to provide targeted instruction using Orton Gillingham lessons and strategies. TSA monitored student RTI data every 8 weeks to determine growth. Students were referred to SST when they did not make adequate progress in RTI. SST days were planned monthly and admin, psychologist, TSA, and RSP teacher met with class teacher and parents to identify supports for students. A total of 40 students went through the SST process. In addition, due to the need to provide social emotional supports to students budget changes to provide supports to employ a Tier 2 specialist and incorporate MTSS supports. Other actions include providing ELD instruction and progress monitoring EL students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Modifications based on current evaluation show that all actions will continue at this time. Reassessment will occur before completion of the 2021-22 SPSA. Budget modifications for this year include adding FTE and contracts for additional emotional support. Consider maintaining RTI through the employment of 6 teaching fellows to provide push in support during designated time in ELA Core Block. Consider adding a Kinder instructional assistant to ensure students are reading by 3rd grade. Provide PL opportunities for SPED staff in areas of supporting student engagement, and social emotional and behavioral needs of the students that they support. Provide increased opportunities for EL students to receive targeted ELD support. All teachers in grades 3-6 will administer FIABs and IABs.

Hand in Hand Mentor was not effective in meeting the SEL needs of our students. The mentors are not trained and do not know how to routinely goal set and provide students with the necessary skills and strategies that they need to be able to be successful at school. We will not use Hand in Hand Mentors in the 2021-22 school year. Staff voted against having Hand in Hand Mentor.

Consider adding a Tier 2 specialist to provide support to Tier 2 students and to implement MTSS school wide. Staff supports having more support for our students. There is a need for students to have opportunities to learn how to deescalate behavior caused by trauma and to be able to reengage into the school setting. There is a need to utilize a screener to identify student SEL needs and to be able to provide students with resources based on their needs. There is a need for students to be able to goal set and for behavior to be modified by receiving the necessary supports and by having adults that can work with students. The Tier 2 specialist is trained by DPI and will work collaboratively with the admin, the RCA, psychologist, teachers, support staff, and the MTSS team.

Identify site-based interventions that align to the needs of struggling RFEP students to ensure academic success. Utilizing Wonders curriculum that aligns to ELD standards and ELD frameworks.

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

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

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.

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. Communication in home language will be sent to stake holders about student progress and information about school..

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. ELA IREADY Diagnostic
4. Progress Monitoring every 4-6 weeks for site Response to Intervention
5. Classroom and PLC Observations/Feedback using IPG, iACHIEVE, Teacher/PLC Feedback
6. Student Progress Conferences with Grade Level PLCs and Administrative Team
7. Common CFUs/CFAs, FIABs, IABs
8. SBAC
9. Goal-setting conferences with students
10. 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.
11. Adopted supplemental curriculum (WonderWorks, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.
12. PL content will include developing capacity in teaching and learning in support of our African American students.
13. PL opportunities for staff will be provided in supporting the engagement, social emotional, and behavioral needs of African American students..
14. Teachers will include 30 minutes of daily ELD instruction utilizing Wonders curriculum.
15. SBAC Targets- teachers will attend site PL on embedding SBAC questions stems aligned to SBAC targets in Quarterly Cycles of Learning.
16. Added one FTE to Grades K-3 for class size reduction.

Owner(s):

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

Timeline:

1. Quarterly
2. 1st gr=Oct, K-3 = Dec, K=Mar, K-3=June
3. End of 1st Qu, End of 2nd Qu, End of 3rd Qu (or according to district timeline)
4. Every 6 weeks
5. Weekly
6. After IREADY Diagnostic 1, 2 and end of 3rd Quarter
7. Common CFUs as appropriate, at least 2 CFAs/IABs per quarter in ELA and Math
8. Annually
9. Sept, Jan.
10. Daily
11. Daily
12. Monthly
13. Monthly
14. Daily
15. Monthly
16. Yearly

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 2022. Intervention will be provided by classroom teachers, Teaching Fellows, and Special Education staff.
3. Beginning in September 2021, 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, Kinder Instructional Assistant, Teaching Fellows and Special Education Staff.
4. 1st grade students beginning the 2021-22 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 2021, 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.

9. Second grade class and teacher added to grade level for class size reduction in support of students reading by Third Grade.

10. The RIM and admin will create opportunities in the daily schedule for Autism and SDC students to participate in math and ELA instruction (per student's IEP) in the general education classroom with their peers increasing the number of minutes in the least restrictive environment.

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 instruction including appropriate interventions based on specific English language proficiency levels that support all English learners Newcomers (less than 2-3 Years), Long-term English learners, and At-Risk English learners.
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.
8. Site and Region PL on SBAC targets and question stems.

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.

Action 2

Title: Literacy Program for K-6th Grade Students

Action Details:

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

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

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. Orton Gillingham Reading Assessment
9. PLC Student Progress Conferences
10. Student goal-setting conferences
11. SBAC
12. Wonders Fluency
13. IREADY resources
14. Monthly SSTs will be held to monitor and support student learning.
15. Grade level planning, professional learning, and data chats of SBAC targets aligned to lessons
16. 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 teachers and PLCs
9. Principal, Vice Principal and grade level PLCs
10. Classroom teacher, student, administrative team for selected students
11. 3rd-6th grade Teachers, PLCs, Student, Administrative Team
12. 1st-6th grade level teachers, TSA
13. 1st-6th grade level teachers, TSA
14. Principal, VP, TSA, School psychologist, TSA, teachers, RSP teacher, subs
15. 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. Once per quarter
9. Nov and Feb
10. Sept and Jan.
11. Annually
12. 4-6 weeks
13. quarterly
14. Monthly
15. 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.
11. Supplemental contracts and sub time to provide supports.

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 "Making Thinking Visible", student engagement strategies, and checking for understanding.
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.
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 Targets.
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.

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

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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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
10. Site PL on SBAC Math Targets and tasks aligned to SBAC.
11. UnboundEd PL offered during the summer and into next year along with FCOE Claims/Target Mathematics training for staff.

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)
10. Admin, TSA, Teachers, PLCs
11. Admin, Lead Teachers, TSA

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.
10. Monthly
11. Summer

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 classroom teacher 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

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

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|-------------------|---------------|------------------------------|--------|--|-----------|
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6 | 37,894.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.7500 | Additional site funded Kinder Para | 44,979.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6. | 8,800.00 |
| G1A1 | One-Time School | Instruction | Mat & Supp | | | : Materials & Supplies to support instruction | 6,687.00 |
| G1A2 | Title 1 Basic | Instruction | Mat & Supp | | | Materials & Supplies to support instruction - No food or incentives | 101.00 |
| G1A2 | Title 1 Basic | Instruction | Nc-Equipment | | | : Tech to support instruction | 580.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher subs for data chats, planning, SST, PL | 4,683.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | Material & Supplies to support instruction | 5,589.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology to Support Instruction | 3,000.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | | Tech Maintenance | 20.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher subs for data chats, planning, SST, PL | 4,683.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 3,500.00 |
| G1A2 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies to support instruction | 1,084.00 |
| G1A2 | LCFF: EL | Instruction | Nc-Equipment | | | Technology to support ELL | 819.00 |
| G1A2 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6. | 21,494.00 |
| G1A2 | One-Time School | Instruction | Nc-Equipment | | | : Purchase of tech to support instruction | 1,000.00 |
| G1A2 | One-Time School | Instruction | Direct-Maint | | | Direct Tech Maintenance | 3,000.00 |

\$147,913.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|--------|-----------|--------|
| Student-centered real world learning experience - Site Defined | | 0 % | 2020-2021 | 90 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Actions currently working are site wide character development and competencies for workplace success. Over all students are showed growth in Goal 2 activities in 2019-20.

Students participated in a variety of opportunities for increased engagement with school, their peers, and caring adults, including: athletic programs, Meaningful Work through student jobs, school clubs, enrichment trips, and rallies/assemblies. Additionally, we have Student of the Week, STARS students recognition, quarterly awards, and attendance incentives.

Students participate in Hero/Career Day, and have community members share careers during Read Across America.

2019-20 student engagement of Power BI was 96.7%.

Families participate in SSC/ELAC and monthly admin meetings. Parents participate in Parent/Teacher conferences, and Parent University.

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

Student-centered real world learning experience - Site Defined

Based on SEL surveys, some students identified lack in school connectiveness. Our staff is being trained on SEL supports and trauma informed practices. The student needs impact student participation.

Grades K-1 data did not show any student groups who were under-represented in student engagement. However, we do know that the number of engagement opportunities provided for K-1 students is fewer than in other grades.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We leveraged the Culture and Climate Team to implement school wide Morning Meetings. We created opportunities for students to participate in events that involved community members. We will utilize the Goal 2/3 budget to fund character development and competencies for workplace success. All actions were implemented as planned. The CCT could improve efforts to develop new engagements for increased opportunities, identifying student groups or individuals who are lacking engagements.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2021-22 SPSA. Budget modifications may include adding FTE or contracts. for additional social-emotional support. SEL survey data will be shared site-wide. We will develop opportunities for K-1 students to engage in arts and activities of interest during or following the school day. CCT will develop new engagements for increased opportunities for student groups and/or individuals who are lacking engagement.

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: 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 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
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).
10. 5th and 6th students receive leadership opportunities through Girl Power and Boys to Men.

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.

Specify enhanced services for low-performing student groups:

African American, EL, SPED students will receive mentoring support through the Meaningful Work Program.

African American, EL and SPED students will receive targeted support with 10/2 teacher student mentoring.

Action 2

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 Mndset

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
7. All students will be encouraged to participate in the Meaningful Work Program.

Specify enhanced services for EL students:

1. All EL students will be invited to participate in field trips and activities related to careers
2. All EL students will participate in the Meaningful Work Program.
3. EL students in 5th and 6th grade will be provided with leadership opportunities in Boys to Men and Girl Power clubs.

Specify enhanced services for low-performing student groups:

1. African American students involvement will be increased by building relationships with community members.
2. African American and SPED students in 5th and 6th grade will be provided with leadership opportunities by participating in Boys to Men and Girl Power clubs.
3. African American and SPED students will be provided with opportunities to participate in the Meaningful Work program.

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|---------|
| Chronic Absenteeism | | 42.41 % | 2020-2021 | 32.41 % |
| Suspensions students with 1 or more | | 0 % | 2020-2021 | 10 % |
| Chronic Absenteeism (Students with Disabilities) | | 52.53 % | 2020-2021 | 42 % |
| Suspensions students with 1 or more (Students With Disabilities) | | 0 % | 2020-2021 | 2 % |
| Chronic Absenteeism (Homeless) | | 75 % | 2020-2021 | 65 % |
| Chronic Absenteeism (African American) | | 65 % | 2020-2021 | 55 % |
| Suspensions students with 1 or more (African American) | | 0 % | 2020-2021 | 2 % |
| Chronic Absenteeism (Hispanic) | | 39.4 % | 2020-2021 | 29.4 % |
| Chronic Absenteeism (White) | | 76.92 % | 2020-2021 | 66.92 % |
| Chronic Absenteeism (English Learner) | | 31.19 % | 2020-2021 | 21.19 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

2019-2020: Chronic 76.19% Severely Chronic 23.81%

Current: Chronic 48.59% Severely Chronic 51.41%

Chronic Absenteeism (African American)

2019-2020: Chronic 89.47% Severely Chronic 10.53%

Current: Chronic 28% Severely Chronic 72%

Chronic Absenteeism (English Learner)

2019-2020: Chronic 76.19%% Severely Chronic 23.18%

Current: Chronic 48.59% Severely Chronic 51.41

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

Chronic Absenteeism

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. Additional support is needed in meeting the needs of our low performing students who are chronically absent.

Chronic Absenteeism (African American)

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. Additional support is needed in meeting the needs of our African American students who are chronically absent.

Chronic Absenteeism (English Learner)

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. Additional supports are

Chronic Absenteeism (Hispanic)

2019-2020: Chronic 73.61% Severely Chronic 26.39%

Current: Chronic 51.59% Severely Chronic 48.41%

Chronic Absenteeism (Homeless)

2019-2020: Chronic 100% Severely Chronic 0%

Current: Chronic 0% Severely Chronic 100%

Chronic Absenteeism (Students with Disabilities)

2019-2020: Chronic 82.61% Severely Chronic 17.39%

Current: Chronic 39.53% Severely Chronic 60.47%

Chronic Absenteeism (White)

2019-2020: Chronic 20% Severely Chronic 80%

Current: Chronic 25% Severely Chronic 75%

Classrooms participated in competitions to earn classroom perfect attendance incentives. The importance of good attendance was communicated to parents in various modes throughout the year. Automated daily phone messages were sent twice a day to parents of absent students. Teachers made weekly contact with absent student families and documented in student's Atlas portfolio. Teachers referred absence students to the HSL for support after 3 attempts were made to contact families. HSLs made phone calls and conducted home visits. The CWA contacted families of students after the HSL or admin made a referral and conducted home visits. Pizzas were provided to families of students with increase in attendance. The school nurse contacted families with sever or chronic medical concerns. In February, administrators met with the African American Attendance Team to provide targeted supports to the 27 African American families of students that are chronically absent. These students were offered to attend the student cohort. Anthony Attendance Team met weekly to offer supports to targeted students. HSLs met weekly with students to set goal and increase attendance.

Suspensions students with 1 or more

2019-2020- 11 students

Current- 0

Suspensions students with 1 or more (African American)

2019-2020- 1 student

Current- 0

Suspensions students with 1 or more (Students With Disabilities)

2019-2020- 1 student

Current- 0

All teachers implemented Morning Meetings and Social Emotional Learning as part of their daily/weekly classroom curriculum. Students participate in school wide activities and incentives promoting character development and positive behavior. Students were referred to the Student Success Team to determine

needed in meeting the needs of our English Learners who are chronically absent.

Chronic Absenteeism (Hispanic)

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.

Chronic Absenteeism (Homeless)

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.

Chronic Absenteeism (Students with Disabilities)

We leveraged the Culture & Climate team to implement school wide Morning Meetings. SPED students were included in the GE setting for Morning Meetings. Staff will receive additional training and resources to ensure students feel connected to school. Additional supports are needed in meeting the needs of our Special Education students who are chronically absent.

Chronic Absenteeism (White)

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.

Suspensions students with 1 or more

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.

Suspensions students with 1 or more (African American)

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. Staff needs training on providing social emotional supports.

Suspensions students with 1 or more (Students With Disabilities)

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. Staff needs training on providing social emotional supports. Inclusive practices and inclusion is an area of focus at Anthony and opportunities for our students with disabilities will continue to be reviewed and scheduling conflicts and staffing will be modified.

necessary Tier 3 behavioral/social emotional interventions. The MTSS team (school psychologist, RSP teacher, TSA, Admin, On Site, All 4 Youth counselor, RCA) met monthly to ensure that students had appropriate SEL supports. On Site and All 4 Youth along with the MTSS Team identified students with intensive Tier 3 social-emotional needs. The RCA provide support of 38 students. 42 student referrals were made to On Site and All 4 Youth for student trauma, neglect, bereavement, and depression. Schoolwide and class structures are in place (CHAMPS) to ensure that students are taught and able to practice appropriate replacement behaviors and or social skills.

Inclusion opportunities were given to students in Special Education. Special Education Teachers collaborated with General Education teachers to provide special education students opportunities to participate in Morning Meetings, School Assemblies, recess, CORE instruction, and attend field trips with their peers in the general education setting. As a result, the minutes in the least restrictive environment were increased providing all students with inclusive practices and opportunities to interact and learn with grade level peers.

Step 2: For the current year, 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 Tier 2 CWA, RCA and All 4 Youth for SEL supports.

Chronic Absenteeism- We were identified as a TSI school in 2019-20 based on our chronic absenteeism. The VP holds weekly attendance meetings with the office assistant, CWA, and HSL to review attendance data and to plan supports for students who are chronically absent. The VP works with families and students to provide incentives and supports. Students meet weekly with the HSL and CWA to goal set attendance.

Suspensions-there were no suspension this year.

Students in Special Education were provide opportunities to learn and interact with their general education peers: Morning Meetings, Field Trips, Assemblies, Recess, ASES, and during CORE subjects per student IEP goals.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Modifications based on current evaluation show that all actions will continue at this time. Reassessment will occur before the completion of the 2021-2022 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.

Chronic Absenteeism: We will implemenet differentiated supports for our target demographic group based on our TSI designation. We will increase parent communication, specifically with our SPED classes, around the importance of good attendance. We will create an African American Attendance outreach team consisting of both parents and community members to support the chronically absent African American students.

Social Emotional Learning- We plan to partner with DPI and the Tier 2 specialist to provide SEL supports for students. We will continue to provide Trauma Informed Practices PL to our staff through All 4 Youth.

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: Social/Emotional Supports

[Action Details:](#)

The school will implement a schoolwide focus on improved student attendance and reducing suspensions. In addition, there will be a school wide focused providing students social emotional support through our MTSS Team. All 4 Youth will work with staff and students to provide increased social-emotional support and collaborate with a 5 hour Resource Counseling Assistant, and a Tier 2 Specialist to provide staff professional learning on trauma informed practices and social emotional supports for students. The MTSS Team consisting of the school psychologist, Tier 2 Specialist, All 4 Youth Counselors, RCA, Administrators will meet monthly to review data from the SEL screener (Mini DESSA) ensure that students are provided the necessary supports and resources to meet their varied SEL needs. The Tier 2 Specialist and RCA will meet with students daily to provide them with skills to deescalate behaviors and provide them with the necessary skills to be able to learn. Student progress will be reviewed in monthly MTSS meetings and students that are not progressing will be referred to an SST. In addition, the RCA will meet with students to increase positive behavior and connectedness to school. The Tier 2 Specialist will work with staff and students to provide increased social-emotional support and collaborate with RCA, VP, and CCT. 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. Two 3.5 hour HSLs will monitor attendance and work with families to determine needs and supports for improved attendance, and they will hold weekly attendance meetings with students to engage students and increase attendance. Admin will collaborate with the African American Attendance Team to provide differentiated supports to chronically absent students and their families. Admin and RIM will provide supports to students in Special Education that are chronically absent. Two 3.5 hour HSLs will monitor attendance and work with families to determine needs and supports for improved attendance.

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 and Tier 2 Specialist to support Tier 2 students.
6. Administrative team will monitor Goal 2 participation
7. Resource Counseling Assistant and Tier 2 Specialist will monitor correlation between students participating in Connections and Meaningful Work and office referrals
8. RCA and Tier 2 Specialist counselor will support Tier 2 students
9. Tier 3 students will meet with All 4 Youth Counselor
10. Morning Meetings Tier 1 SEL
11. Cultural Proficient Instruction
12. African American Attendance Team will provide support with African American students who are chronically absent.
13. All students take the Mni DESSA to identify students that need supports. MTSS Team will meet and plan student supports.
14. MTSS Team will progress monitor student supports in monthly meetings.

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
12. Admin, teachers, community liaison
13. MTSS Team/Teachers/Students
14. MTSS Team/Admin

Timeline:

1. Daily
2. Quarterly
3. Daily
4. Weekly
5. Quarterly
6. Quarterly
7. Monthly
8. Monthly
9. Monthly
10. Monthly
11. Monthly
12. Monthly
13. Beginning of year/monthly
14. 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. Tier 2 Specialist will support students with Tier 2 interventions and supports. (CWAS)
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.
11. Quarterly monitoring of RFEP students. Identify Site based interventions that align to the needs of struggling RFEP students to ensure academic success and stop potential academic regression.

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 including appropriate interventions based on specific English language proficiency levels that support all English learners Newcomers (less than 2-3 Years), Long-term English learners, and At-Risk English learners.

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.

Students in SDC and Autism classrooms will participate in Morning Meetings, recess, lunch and lunch recess, PE, music, field trips, and art with their peers in general education. The RIM and admin will create opportunities in the daily schedule for Autism and SDC students to participate in the general education classroom with their peers increasing the number of minutes in the least restrictive environment.

Specify enhanced services for low-performing student groups:

Tier 2 students will meet with RCA during recess-Shuttle

Tier 2-3 students receive support from the Tier 2 specialist

Goal 4 low performing sub groups:

Attendance- These students will meet weekly with HSLs:

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

Suspension- These students will be identified as part of the 10-2 Mentoring program.

- **African American Students**
- **Special Education Students**

See direct services to students

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|----------------------------------|--------------|--------------------------------|--------|-----------------------------------|-----------|
| G3A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 20.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.7500 | RCA Beth | 50,566.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Specialist, Chd Wel & Attnd II | 0.5000 | Split funded Tier 2 CWAS position | 44,875.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | Also for G1A2 | 12,514.00 |
| G3A1 | One-Time School | Other Pupil Services | Cons Svc/Oth | | | Fun Works : Fun Works Assemblies | 3,500.00 |

\$111,475.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|---------|
| Staff Goal - Site Defined | | 0 % | 2020-2021 | 90 % |
| Student Survey - Caring Adult (Students With Disabilities) | | 93.94 % | 2019-2020 | 98.94 % |
| Student Survey - Caring Adult (African American) | | 88.89 % | 2019-2020 | 95.89 % |
| Student Survey - Caring Adult (English Learner) | | 80.49 % | 2019-2020 | 87.49 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

- Need to increase recruitment and retain Autism moderate severe teachers with appropriate credentials
- Need to increase recruitment and retain special education para professionals
- Current retention rate of teachers: 32 out of 34 85% (one teacher retirement)
- work with Human Resources to retain and hire staff
- Current staff is diverse with 58% staff representing multiple demographics.

Site defined goal: Staff will rating on sense of belonging and support from administrator will increase 7% on the 2021-22 Staff Survey.

Student Survey Results:

African American Students results for Caring Adult: 88%

EL Students results for Caring Adult 80%

SPED Students results for Caring Adult 93%

Student Survey - Caring Adult (African American)

Results 88% Goal is to increase by 7%

Student Survey - Caring Adult (English Learner)

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

Staff Goal - Site Defined

Staff is need of social emotional learning supports to address the needs of low-performing students.

Staff does not have enough training in cultural proficiency training to address the needs of our low-performing students.

Inconsistent use of instructional practices to address student academic needs in ELA and math.

Lack of qualified candidates in Special Education to fill open positions.

Student Survey - Caring Adult (African American)

Staff does not have enough training in cultural proficiency training to address the needs of our African American Students.

Student Survey - Caring Adult (English Learner)

Staff does not have enough training in cultural proficiency training to address the needs of our EL students.

Student Survey - Caring Adult (Students With Disabilities)

Staff is beginning to utilize inclusive practices with our students with disabilities.

Results are 80% Goal is to increase by 7%

Student Survey - Caring Adult (Students With Disabilities)

Results are 93% Goal is to increase by 7%

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In order to increase staff recruitment and retention, all staff will receive professional learning to support staff in providing social emotional supports to students. Staff will be provided professional learning on trauma informed practices to support students SEL needs from All 4 Youth. Staff will attend cultural proficiency training. Staff will receive job embedded PL from site based TSA and will be provided opportunities for peer coaching and peer observations. We will leverage PLCs and provide staff professional learning in order to increase recruitment and retention of staff reflecting on the diversity of our community. We will reflect on survey data and work with stake holders to create opportunities for staff members.

As this is a new goal, there are no actions to address this gap.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on steps one and two, when there are positions open during the 2021-22 school year special education certification and the diversity of our community will be highly considered. Modifications based on current evaluations will show that actions will be in place for the new school year. Reassessment will occur before completion of the 2021-22 SPSA. Budget modifications may include adding FTE or contracts for additional social-emotional support. Staff survey data will be shared school wide. We will utilize staff survey results to plan opportunities for staff to be a part of the school community. We currently have our ILT, CCT, and MTSS teams at our school site, and we encourage staff members to be involved in decision making.

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: Increase Special Education Certification and diverse staff.

Action Details:

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

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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. Cultural Proficiency Training
2. SEL for certificated teachers
3. On boarding professional learning with staff
4. Growth Mindset Book study
5. PL Needs Assessment
6. Growth Mindset Training
7. Staff Climate and Culture Survey

Owner(s):

1. Admin, CCT
2. Admin, CCT
3. Admin
4. Admin, teachers
5. Admin
6. CCT/Admin/school psychologist
7. Admin

Timeline:

1. Quarterly
2. Quarterly
3. Yearly
4. Throughout the year
5. Fall and Spring
6. CCT/Admin
7. Fall and Spring

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

1. Staff will participate in Cultural Proficiency Training throughout the year along with the book study on "Culturally Proficient Instruction."
2. All 4 Youth and the Tier 2 Specialist will provide professional learning on supporting students with the social emotional supports.
3. All new staff members will receive On Boarding support and a staff mentor.
4. Growth Mindset Book by Carol Dweck book study.
5. Needs assessment given to staff at the beginning of the year. Lead Teachers will review survey and plan professional learning opportunities.
6. Climate and Culture Team and school psychologist will plan and implement Growth Mindset professional learning for staff.
7. Lead Teachers and admin will review data from the Staff Climate and Culture Survey. Based on survey data plans will be implemented to build the capacity of the staff.

Specify Professional Development or Staff Services to support EL students:

1. Teachers will utilize best practices in support of being cultural proficient.
2. Professional Learning will be provided to deepen understanding of social emotional supports needed for EL students.
3. PL content will include developing capacity in teaching and learning in support of our EL students.

Specify Professional Development or Staff Services to support low-performing student groups:

Teachers will utilize best practices in support of being culturally proficient in order to support African American students.

Professional learning will be provided to deepen understanding of the social emotional needs of the our African American and SPED students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|-------------------|-------------|-----------|-----|---------------------------------|----------|
| G4A1 | One-Time School | Instruction | Direct-Food | | | Direct Food (PL) | 2,500.00 |

\$2,500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|--------|
| Parent Survey - Respected and welcomed | | 93.44 % | 2019-2020 | 98 % |
| Parent Survey - Safe and secure | | 94.79 % | 2019-2020 | 98 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Parents who have completed the Family Survey responded favorably to feeling a sense of belonging.

Parent survey:

91% sense of belonging

90% Knowledge of Fairness (Discipline)

89% Climate of Support of Academic Work

93% Respected and welcomed

94% Safe and Secure

Site defined goal: Increase parent sense of belongingness by 7% on Family Survey.

Provide opportunities for parents to attend meetings and school events held within the school day and after parent work hours. Communicate about parent events through multiple outlets.

Communication with families:

- School Messenger
- Newsletter
- Peach Jar
- Email

Increase parent sense of belonging by providing opportunities for parents to be involved in parent meetings, assemblies, parent coffee hour, and school events.

Parent Survey - Respected and welcomed

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

Family Goal - Site Defined

Lack of academic supports for low-performing students in ELA and math.

Lack of social emotional supports for low-performing students.

Parent Survey - Respected and welcomed

Inclusive opportunities are needed for parents to be involved in school functions and activities.

Parent Survey - Safe and secure

Parent involvement opportunities needed in giving input to the school safety plan and procedures.

Survey results: 93%

Parent Survey - Safe and secure

Survey results 94%

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In order to increase parent involvement, parents will be given opportunities to be actively engaged in their students' education. Parents are encouraged to join the School Site Council and ELAC Committee. Families may attend the monthly parent/admin meetings with the Admin and Home School Liaison and community members. Staff will collaborate with the African American Attendance Team to provide differentiated supports to our African America families. Parents and guardians will be encouraged to participate in events with their students (Muffins with Family, Donuts with Family, Granola with Grandparents, etc.) Families and community members will be encouraged to attend the Anthony Carnival.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Increase communication to families on parent involvement opportunities. Provide differing times for parents to attend parent meetings and school events.

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: Increase Inclusive Opportunities for Family Engagement

Action Details:

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

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. Parent Conferences
2. Awards Assemblies
3. Funworks Assemblies
4. Athletics and Sports
5. Morning Coffee Hour
6. School Site Council
7. ELAC Committee
8. Parent Volunteers-Literacy Mentors
9. Training on Social Emotional Supports and Trauma
10. Parent University training on supports for students returning to school and recovering from learning loss.
11. Anthony School Carnival
12. Muffins with Family
13. Donuts with Family
14. Granola with Grandparents

Owner(s):

1. Admin, teachers, parents
2. Admin, teachers, students, parents
3. Admin, staff, students, parents
4. Admin, staff, students, parents
5. Admin, parents, Home School Liaison
6. Admin, teachers, parents
7. Admin, teachers, parents
8. Admin, parents, community volunteers
9. All 4 Youth Counselors, Admin
10. Parent University
11. Admin, teachers, parents, community volunteers.
12. Admin, teachers, parents, community volunteers.
13. Admin, teachers, parents, community volunteers.
14. Admin, teachers, parents, community volunteers.

Timeline:

1. twice a year
2. Quarterly
3. Bi-monthly
4. Weekly
5. Monthly
6. Bi monthly
7. Bi monthly
8. weekly
9. Monthly
10. Weekly
11. Annually
12. Annually/twice a year
13. Annually/twice a year
14. Annually/twice a year

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

1. Teachers will schedule parent conferences to meet with parents to share student progress.
2. Quarterly Awards Assemblies will be planned for parents to celebrate student successes.
3. Parent opportunities to join School Site Council and ELAC committees.
4. Opportunities for parent involvement in student classroom as a parent volunteer.
5. Parent information and training on providing students social emotional supports.
6. Partner with Parent University to provide parents information and guidance on supporting students with loss of learning due to school closure.

Specify Direct Service and Opportunities for parents and families to support EL students:

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

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

All 4 Youth to provide training for parents to support the social emotional needs of EL students.

Leverage African American Attendance Team to provide support to parents and families of low performing students.

Parent University to support parents/guardians of English Language Learners.

Parent University to provide supports to parents/guardians of African American and SPED students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0015 Anthony Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|----------------------------------|--------------|------------------------------|--------|--|-----------|
| G5A1 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.) | 12,600.00 |
| G5A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Child care for parent meetings | 1,270.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials & Supplies-Food for ELAC, SSC, Parent Meetings | 1,000.00 |
| G5A1 | LCFF: EL | Instruction | Direct-Food | | | Direct Food (PL) | 1,000.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | | | Materials & Supplies for parent engagements | 1,076.00 |
| G5A1 | One-Time School | Parent Participation | Cls Sup-Sup | | | Translators for parent/teacher meetings | 1,902.00 |
| G5A1 | One-Time School | Attendance & Social Work Service | Local Mileag | | | HSL Mileage | 25.00 |

\$18,873.00

2021-2022 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 | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6 | 37,894.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.7500 | Additional site funded Kinder Para | 44,979.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6. | 8,800.00 |
| G1A1 | One-Time School | Instruction | Mat & Supp | | | : Materials & Supplies to support instruction | 6,687.00 |
| G1A2 | Title 1 Basic | Instruction | Mat & Supp | | | Materials & Supplies to support instruction - No food or incentives | 101.00 |
| G1A2 | Title 1 Basic | Instruction | Nc-Equipment | | | : Tech to support instruction | 580.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher subs for data chats, planning, SST, PL | 4,683.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | Material & Supplies to support instruction | 5,589.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology to Support Instruction | 3,000.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | | Tech Maintenance | 20.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher subs for data chats, planning, SST, PL | 4,683.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 3,500.00 |
| G1A2 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies to support instruction | 1,084.00 |
| G1A2 | LCFF: EL | Instruction | Nc-Equipment | | | Technology to support ELL | 819.00 |
| G1A2 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : CA Teaching Fellows to support struggling students in grades K-6. | 21,494.00 |
| G1A2 | One-Time School | Instruction | Nc-Equipment | | | : Purchase of tech to support instruction | 1,000.00 |
| G1A2 | One-Time School | Instruction | Direct-Maint | | | Direct Tech Maintenance | 3,000.00 |
| G3A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 20.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.7500 | RCA Beth | 50,566.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Specialist, Chd Wel & Attn II | 0.5000 | Split funded Tier 2 CWAS position | 44,875.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | Also for G1A2 | 12,514.00 |
| G3A1 | One-Time School | Other Pupil Services | Cons Svc/Oth | | | Fun Works : Fun Works Assemblies | 3,500.00 |
| G4A1 | One-Time School | Instruction | Direct-Food | | | Direct Food (PL) | 2,500.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.) | 12,600.00 |
| G5A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Child care for parent meetings | 1,270.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials & Supplies-Food for ELAC, SSC, Parent Meetings | 1,000.00 |
| G5A1 | LCFF: EL | Instruction | Direct-Food | | | Direct Food (PL) | 1,000.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | | | Materials & Supplies for parent engagements | 1,076.00 |
| G5A1 | One-Time School | Parent Participation | Cls Sup-Sup | | | Translators for parent/teacher meetings | 1,902.00 |
| G5A1 | One-Time School | Attendance & Social Work Service | Local Mileage | | | HSL Mileage | 25.00 |

\$280,761.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$51,175.00 |
| Sup & Conc | 7090 | \$164,802.00 |
| LCFF: EL | 7091 | \$46,170.00 |
| One-Time School | 7099 | \$18,614.00 |
| Grand Total | | \$280,761.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - Improve academic performance at challenging levels | \$147,913.00 |
| G3 - Increase student engagement in their school and community | \$111,475.00 |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$2,500.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$18,873.00 |
| Grand Total | \$280,761.00 |