

Aynesworth Elementary

10621666006076

Principal's Name: Jane Keeler

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jane Keeler	X				
2. Chairperson - Maria Maldonado				X	
3. Elsa Luna				X	
4. Vilay Lee				X	
5. Cindy Arredondo				X	
6. Juan Carrillo				X	
7. Robert Collom		X			
8. Berta Rodriguez		X			
9. Jessica Phillips		X			
10. Olivia Andrade			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jane Keeler	<i>Jane Keeler</i>	3/31/17
SSC Chairperson	Maria Verónica Maldonado	MARIA V.V. MALDONADO	3/31/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Aynesworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$50,190 *
7090	LCFF Supplemental & Concentration	\$170,081
7091	LCFF for English Learners	\$115,062
TOTAL 2017/18 ON-SITE ALLOCATION		\$335,333

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$942
Remaining Title I funds are at the discretion of the School Site Council	\$49,248
Total Title I Allocation	\$50,190

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	43/68	N/A ³	23.28%	22.32%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	41/68	N/A ³	15.52%	18.39%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	50/66	N/A ³	17.24%	18.81%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	24/68	0.00% ⁴	45.21%	49.07%	35.75%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	21/63	N/A ⁶	38.46%	42.73%	5.26%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	28/63	N/A ⁶	73.08%	59.09%	26.32%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	40/67	N/A ⁷	N/A ⁷	19.39%	28.05%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	40/67	N/A ⁸	N/A ⁸	19.06%	23.71%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	42/68	8.73%	22.22%	14.69%	14.60%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	26/68*	14.95%	27.15%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	27/68	38.89%	35.16%	40.29%	44.24%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	7/68	96.19%	96.23%	96.27%	95.78%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	11/69	8.02%	8.48%	10.16%	11.01%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	9/68	N/A ¹⁰	N/A ¹⁰	24.17%	29.00%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	63/69	7.28%	0.00%	0.59%	0.44%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	29/68	6.84%	4.91%	5.62%	3.85%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	62/67	16.34%	24.26%	15.68%	25.93%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	29/68	N/A ¹³	N/A ¹³	71.77%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	48/69	N/A ¹³	N/A ¹³	61.34%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	58/68	N/A ¹³	N/A ¹³	53.92%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	23/68	N/A ¹³	N/A ¹³	72.43%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: jane.keeler - 03/02/2017

Save

Aynesworth Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	22.32	10	Reading and Beyond
3169 - 3rd grade students reading at grade level	18.81	10	Reading and Beyond
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	18.39	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Aynesworth Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level Common Core State Standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency)

For Math Instruction Aynesworth Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs.

Aynesworth will implement an intervention plan, by grade level/AC team, utilizing a Certificated Tutor, Reading and Beyond Tutors, Paraprofessionals and/or TSA, for a minimum of 20 minutes daily in grades K-6. The teacher will provide small group intervention lessons which will be determined through the AC work of establishing essential standards to be taught and assessed regularly, resulting in the formation of intervention groups. The Certificated Tutor and Reading and Beyond Tutors will assist the teachers with foundational skill building activities and supplemental intervention in areas of need. This time is designed to support the needs of students not meeting grade level standards in reading and/or math or students meeting standards and needing enrichment lessons. Student need will be determined by Spring 2017 and Fall 2017 DRP, Spring CAASP, KAIG, BAS, BPST, DIBELS assessments as well as teacher formative assessments and performance tasks in ELA and Math.

SMART Goals

- *By May 2018, the number of students in grades K-6 scoring below grade level in ELA and Math will show a 15% reduction as evidenced by the Spring DRP, District CFA, KAIG, and BAS assessments.*
- *By June 2018, AC teams at Aynesworth will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106.*
- *By June 2018, 3rd Grade will show a 10% increase in the number of students reading at grade level as measured by DRP, District CFA, and BAS assessments.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *Fall baseline assessments such as BPST and DIBELS*
- *Fall and Spring DRP and BAS assessments*
- *SBAC ELA and Math data*
- *District CFA Data*
- *Monthly progress monitoring*
- *Data chats and planning with Principal and Vice Principal*
- *AC agenda and minutes and PAC artifacts*
- *Classroom observations*
- *IPG data*
- *AC teams will complete the process of identifying essential standards for the year, sorted by quarters, by September 1, 2017*
- *By the start of each quarter, all AC teams will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, planning guides, CFA assessment guide) in order to target mastery of the essential standards*
- *All AC teams will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards*
- *Regional writing prompts will be aligned with the identified essential standards*

Owner(s):

Classroom Teachers
TSA
Certificated Tutor
Reading and Beyond Tutors
Instructional Leadership Team
Paraprofessionals

Timeline:

Intervention teams (grade level or multi-grade level) will meet every 6 weeks for data analysis, PL on high impact instructional practices and highly effective AC practices.

Analysis of student work in Accountable Communities will be on-going.

Walkthrough Data utilizing the IPGs will be analyzed weekly through Aligned Instructional Learning Systems (AILS) Meeting

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

- *Parents will be notified when their children are receiving intervention services.*
- *Parents will be continuously engaged in student progress through progress reports quarterly, information nights as Back to School Night, parent/teacher conferences, and Open House.*
- *Teachers will contact and document students receiving Ds or Fs in ELA or Math.*
- *Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings, Coffee Chats, and Parent University classes.*
- *Refreshments for meetings and babysitting will be provided. Parent newsletters will be sent monthly in English and Spanish.*
- *Home School Liaison and Health Aide are an additional communication resource for parents.*
- *Interpreters*

Describe Related Professional Learning:

- *Professional learning will occur as determined by collected data pieces and AC agendas to provide strategies to teachers and tutors to improve student learning. PL will be delivered by TSA, Principal and Vice Principal as well as District Departments*
- *On-going training for staff utilizing Wonders, Go Math and DRP resources to support student growth*
- *Utilize the Instructional Practice Guides for literacy and math*
- *Provide research based PL on the benefits of intentionally planned small group instruction through Learning by Doing*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students scoring below grade level in ELA and Math will participate in small group intervention daily. These interventions will be intentionally planned to meet the assessed needs of each group by the certificated staff. Materials will include but are not limited to: Certificated Tutor, Reading and Beyond Tutors, Wonders and Go Math curriculum, tablets and technology, online resources, district and site licenses, NewsELA articles, leveled readers, Scholastic Magazine, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

EL students will benefit from an added emphasis on student discourse.

EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning.

Aynesworth Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875			\$ 15,466.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2500			\$ 20,621.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes for SST, planning, collaboration	\$ 9,877.00
1	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				HSL and Resource Counselor Assistant interpreting and parent participation.	\$ 602.00
1	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Parent participation -babysitting and translating	\$ 2,049.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$ 20,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$ 32,205.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 40,000.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			Reading and Beyond	Reading and Beyond	\$ 20,447.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Reading and Beyond	Reading and Beyond	\$ 20,448.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Tech Services Maintenance and repair	\$ 4,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 1,500.00
1	1	Title 1 Basic	Instructional Library, Media & Technology	Books & Other Reference				Scholastic Magazine, Books	\$ 6,600.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	\$ 7,717.00
								Total	\$ 201,532.00

Action # 2

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	14.6	15	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Aynesworth Elementary school will continue to implement intervention supports for teaching English Learners (EL). Professional Learning will be provide to teachers regarding ELD and intervention for students who have been continuously enrolled for 5 or more years and have not re-designated or who have met the borderline criteria for re-designation. Teachers will have planning days to plan lessons that include academic language acquisition, literacy skills, writing development and using EL data indicators to inform instruction.

SMART Goals

By the end of the 2018 school year the re-designation rate will increase by 15% over the end of the 2017 school year as measured by the criteria of CELDT, District CFA, and DRP scores.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- **Beginning of the year teacher observations**
- **Intervention plans created by the teacher/grade level**
- **AC meeting agendas and minutes**
- **Certificated Tutor feedback**
- **Classroom walk-throughs**
- **Fall and Spring DRP scores**

CELDT scores

Owner(s):

Classroom Teachers

Cert. Tutor

TSA

Principal

Vice Principal

Timeline:

Principal will communicate EL data or learning strategies to entire staff.

VP will monitor DRP data twice a year after testing administration.

ELD chats will take place quarterly, where teachers will communicate their EL action plan.

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

- **Parent notification of CELDT and DRP administrations and strategies to support building language acquisition through ELAC meetings.**

Describe Related Professional Learning:

- *Professional Learning on implementing the ELD Standards will be held in the beginning of the 2017-2018 school year.*
- *Professional Development around ELD/ELA Integrated Standards in the Fall and Spring semesters.*
- *Professional learning through intentional collaboration with EL Coach with an emphasis on developing*

- lessons with high impact EL strategies and learning activities.
- The instructional coach will provide professional learning on the use of the EL Goal Setting Report to identify target students and understand all EL students' instructional needs.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students meeting the criteria will get daily designated ELD instruction in the least restrictive environment as determined by their needs. Materials include but are not limited to: CELDT Assessors, substitute teachers, technology such as tablets, projectors, books and literature, Scholastic News or similar material with current information, paper, poster paper, copy paper, pencils, pens, etc.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Redesignation Rate
- Intervention Participation logs
- Identified students will participate in Tier II and Tier III academic and behavior interventions
- Designated and Integrated ELD instruction
- Daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership
- District Interim Assessment Data

Aynesworth Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes for ELD planning and collaboration	\$	2,905.00
2	2	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies	\$	19,449.00
2	2	LCFF: EL	Instruction	Direct-Other (Dr)				LPAC/CELDT Assessors	\$	3,000.00
Total									\$	25,354.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	25.93	25	Fun Works

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Aynesworth will create opportunities for students in grades K – 6 to participate in “Club Wednesdays” and/or after school enrichment activities around the goal 2 criteria of Arts, Activities and Athletics. Research states that participation in activities at school creates a sense of belonging that carries over into academics and the completion of High School and beyond which speaks to the Fresno Unified goal of College and Career Ready Graduates. These opportunities will be offered at least once a semester for a period of 4 - 6 weeks. Students will choose their activity from the list generated by the teachers.

SMART Goals

By the end of the 2017-2018 school year the number of unique students participating in Goal 2 activities will increase by 25% as measured by ATLAS.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Enter names of students participating in activities onto ATLAS quarterly
- Debrief with students about their experience and things they would like to see
- Walk-through data from Admin team
- Student and Parent survey data
- AC agendas and minutes

Classroom Teachers
ILT
Admin Team

Teachers will work in grade level pairs (2 grade levels together) to create the classes they would like to teach

ILT will gain feedback from teachers after the 1st semester on changes and improvement for 2nd semester implementation.

Admin team will support and organize the classes and scheduling each semester.

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

Describe Related Professional Learning:

Family night activities.

- Two grade level teams (1st and 2nd, and 3rd and 4th) will plan 6 week blocks of “Club” activities
- Athletic coaches will participate in Sunnyside Regional “Athletes of Character” events

Parents will receive a monthly newsletter informing them of the meetings/events/and activities happening that month including upcoming event information.

Parents will be encouraged to volunteer in the classroom during Goal 2 activities

Parents will be encouraged to participate in SSC, Parent-Teacher conferences, back to school night, awards assemblies, and other school events that include informational presentations and student performances.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities. Materials include but are not limited to: arts and crafts supplies, cooking ingredients, t-shirts, athletic equipment and supplies, Peach Blossom, student council, Super Kid activities, and FunWorks Activities.

- *Attend Peach Blossom at CSU, Fresno in the Spring of 2017*
- *Kids Invent trainings for 5th and 6th grade teachers*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

Aynesworth Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375				\$ 12,172.00
									Total	\$ 12,172.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	3.58	15	
2001 - In school suspension rate	0.44	15	Comprehensive Youth Services
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	72.43	15	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Aynesworth will support the social emotional health and well-being of students and families by contracting a counselor from Comprehensive Youth Services for 16 hours per week, a Home School Liaison, Resource Counseling Assistant and hiring a Health Aide. This support will be offered to students who have attendance problems, behavior problems, or academic concerns resulting from experiencing social emotional trauma. Services will provide students with strategies to manage attendance, behavior, anger, and interpersonal relationships in a way that meets expectations. Consistency in care will carry over with the use of a health aide who can help monitor and support student interventions and improvements by building positive consistent relationships with students on a daily basis. The Home School Liaison will make connections with parents to help facilitate any services that are needed from the counselor or health aide. Teachers and staff members will be trained on best practices to use in and outside the classroom to build a consistency of expectations.

SMART Goals

- *By June 2018, there will be a 50% increase in the number of social emotional entries on ATLAS resulting in a decrease of 50% in tier 3 office referrals as measured by ATLAS and in house data collection.*
- *By June 2018, the number of nurse referrals will decrease by 50% for students who are not ill, as measured by the recording of nurse visits in Health Master*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *Reflect on high needs students at the beginning of the year with teachers*
- *Make referrals to counselor to gain parent approval*
- *Meet quarterly with counselor, health aide, and teacher to discuss improvements in behavior, attendance, academics, and number of nurse's office visits*
- *Monitor progress monthly and implement strategies to keep students on track*
- *Student Success Team Meetings*

Owner(s):

Counselor
Health Aide
Classroom Teachers
Home School Liaison
Resource Counseling Asst.

Timeline:

Culture and Climate team will notify the entire staff of social emotional status reports quarterly.

Counselor will notify parents and teachers of successes and strategies that work to motivate students quarterly.

Health aide will keep records of students visits to the nurse's office.

The Home School Liaison will work with parents and staff to help meet the needs of students who have chronic absenteeism or behavior problems.

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

Parent education on:

- *Home School Liaison will be available to help with communication between school and home.*
- *The importance of good attendance*
- *How school works including classroom visit to see school in action*
- *Behavior strategies to use at home and at school*
- *Ways to help your student academically and social emotionally*
- *Parent education on what constitutes a visit to the nurse's office and what can be taken care of in the classroom.*
- *Students will be engaged in being participants of Boys to Men.*
- *Alternative Recess Room - Panther's Den*

Describe Related Professional Learning:

- *Safe and Civil training quarterly to evaluate classroom management and discuss strategies for working with high needs students in the areas of attendance, behavior, academics and health office visits.*
- *Training by the counselor on strategies to use in and outside the classroom with our high needs students to build a better connection to school.*
- *Teacher training by Nurse on what constitutes a visit to the health office and what can be done by the teacher in the classroom.*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Individual and group counseling services to meet the needs of students to improve school attendance, behavior and achievement. Communication between counselor and parent to provide information on how to help their child. Create student awareness of when a visit to the health office is necessary and what they can do with the help of the teacher before a visit is required. Opportunities for students to participate in optional activities at recess and lunch with certificated staff and resource counseling assistant . Materials and supplies include but are not limited to: games and equipment for individual and small group activities, paper, pencils, crayons and markers, various art supplies, substitutes for Student Success Team meetings, babysitting for meetings.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Students will participate in lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.

Students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

Students will engage in their learning using a wide range of tools, including technology.

Identified students will participate in Tier II and Tier III academic and behavior interventions.

Students will participate in lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

Aynsworth Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Title 1 Basic	Health Services	Classified Support-Regular	Assistant, Health	0.4375			\$ 12,280.00
4	2	LCHF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500		Note: Fiscal Services: Please add Gabriela Ruvalcaba Emp #1065162	\$ 48,640.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Material and Supplies Parent Participation	\$ 942.00
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	CYS Counseling Services	\$ 33,739.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Evaluation Fee -Counseling Services	\$ 674.00
								Total	\$ 96,275.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0025 Aynesworth Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies	7,717.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Scholastic Magazine, Books	6,600.00
1	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			HSL and Resource Counselor Assistant interpreting and parent participation.	602.00
1	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation -babysitting and translating	2,049.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188		15,466.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SST, planning, collaboration	9,877.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	32,205.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	40,000.00
1	1	Sup & Conc	Instruction	Subagreements			Reading and Beyond : Reading and Beyond	20,448.00
1	1	Sup & Conc	Instruction	Direct-Maint			Tech Services Maintenance and repair	4,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.250		20,621.00
1	1	LCFF: EL	Instruction	Subagreements			Reading and Beyond : Reading and Beyond	20,447.00
2	1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for ELD planning and collaboration	2,905.00
2	2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	19,449.00
2	2	LCFF: EL	Instruction	Direct-Other			LPAC/CELDT Assessors	3,000.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		12,172.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			Material and Supplies Parent Participation	942.00
4	2	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.438		12,280.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counseling Services	33,739.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Evaluation Fee -Counseling Services	674.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750	Note: Fiscal Services: Please add Gabriela Ruvalcaba Emp #1065162	48,640.00

\$335,333.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,190.00
Sup & Conc	7090	\$170,081.00
LCFF: EL	7091	\$115,062.00
Grand Total		\$335,333.00

Domain Totals	Budget Totals
Academic	\$202,388.00
SEL / Culture & Climate	\$132,945.00
Grand Total	\$335,333.00