

**Aynesworth Elementary**

106216660060761

Principal's Name: Jane Keeler

Principal's Signature: *Jane Keeler*

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

Title I SWP

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

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

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

**Consolidated Program Assurances**

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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal – Jane Keeler</b>	X				
2. <b>Chairperson – Beatriz Medina-Storie</b>				X	
3. <b>Parent Member: Elsa Luna</b>				X	
4. <b>Parent Member: Maria Maldonado</b>				X	
5. <b>Parent Member: Cindy Arrendondo</b>				X	
6. <b>Parent Member: Juan Carrillo</b>				X	
7. <b>Teacher: Jessica Phillips</b>		X			
8. <b>Teacher: Zach Rocca</b>		X			
9. <b>Teacher: Catherine Krajicek</b>		X			
10. <b>Classified: Olivia Andrade</b>			X		
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jane Keeler	<i>Jane Keeler</i>	3/23/18
SSC Chairperson	Beatriz C. Medina - Storie	<i>Beatriz C. Medina - Storie</i>	03/23/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Aynesworth - 0025

**ON-SITE ALLOCATION**

3010	Title I	\$53,465 *
7090	LCFF Supplemental & Concentration	\$208,335
7091	LCFF for English Learners	\$114,681
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$376,481</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,258
Remaining Title I funds are at the discretion of the School Site Council	\$52,207
Total Title I Allocation	\$53,465

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

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	16.993	23.993
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.965	29.965
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15.362	22.362

#### Needs Assessment

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

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

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

- Teachers differentiating instruction in order to meet the needs of all learners.
- Teachers incorporating technology in daily instruction, i.e. Personalized Learning Initiative.
- Incorporating digital adoption of GVC content.

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

- Teachers differentiating instruction in order to meet the needs of all learners.
- Teachers incorporating technology in daily instruction, i.e. Personalized Learning Initiative.
- Incorporating digital adoption of GVC content.

##### EL Reclassification Rate (All grade levels)

- Designated ELD time in all classess
- ELD standards training and integration PL

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

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

An analysis of our data reflects the following key factors that are significant to our subgroups:

School wide (all students): 23%

\*English Learner Students: 2.7%

\*African American: 25%

Factors and continued supports needed to ensure closing the disproportionality gap for our significant subgroups:

- Grade levels not effectively implementing the GVC.
- Based on data collected from IPG, there is a need for complex questioning around text.
- AC not consistently using instructional supports and providing intervention through the RTI Process (Tier 1 and Tier 2).
- Need to increase analysis of student work to identify common errors when reteaching.

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

An analysis of our data reflects the following key factors that are significant to our subgroups:

School wide (all students): 15.4%

\*English Learner Students: 2.6%

\*African American: 8.3%

- Grade levels not effectively implementing the GVC.
- Based on data collected from IPG, there is a need for complex questioning around task.
- AC not consistently using instructional supports and providing intervention through the RTI Process (Tier 1 and Tier 2).
- Need to increase analysis of student work to identify common errors when reteaching.

**EL Reclassification Rate (All grade levels)**

An analysis of our data reflects the following key factors that are significant to our Redesignation:

School wide (all students): 42%

\*Redesignation 27.82%

- Inconsistency in implementation of integrated and designated ELD instruction
- Unfamiliar with ELPAC expectations
- Grade levels not consistently implementing of GVC
- Based on data from IPG, a need for an increase of complex questioning around text is needed.
- AC not consistently using instructional supports and providing intervention through the RTI Process (Tier 1 and Tier 2).
- Need to increase analysis of student work to identify common errors when reteaching.

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

**1** SSC:

During our ELAC and SSC meetings on 10/4/17, 12/12/17, and 3/1/18 we reviewed budget, SPSA actions, data for SBAC, English Language Redesignation, Suspension, Student Engagement, and Attendance.

During our analysis and discussion, SSC and ELAC board members and parents provided the following items as high importance:

1. Technology
2. Counseling Services (2 days)
3. Certificated Tutor (1)
4. Home School Liaison
5. Resource Counseling Assistant
6. Teaching Fellows
7. Wonderworks Intervention Materials
8. Tutoring and specific emphasis for ELPAC
9. Parent classes to familiarize parents with expectations on ELPAC and SBAC
10. Informed on redesignation process and regular

**2** ELAC:

Combined with SSC

**3** Staff:

All (28) Teachers were provided the following feedback and budget priorities:

- Continue to fund for:
  1. Technology
  2. Counseling Services (2 days)
  3. Certificated Tutor (1)
  4. Home School Liaison
  5. Resource Counseling Assistant
  6. Teaching Fellows
  7. Wonderworks Intervention Materials
  8. ELD standards PL
  9. Integrated ELD PL
  10. Designated Lesson planning instruction, planning, and delivery



redesignation updates

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

Health Aide - supports student learning and health to keep them in school and learning. Reduced the number of unnecessary nurse's office visits and increased the time in the classroom learning.

Parent Participation - parents are encouraged to participate in ELAC, SSC, Coffee Chats which provide them with information to help their students achieve success academically. Opportunities are provided to review SBAC, ELPAC, DRP, and District Interim Assessments content and questions to help parents become aware of what their students are expected to do and know. Greater support at home from parents attending the workshops in support of student learning.

Books and Magazines to promote reading opportunities in class and at home. Increase number of books in classroom libraries for next year.

Technology - Supports Personal Learning Initiative, 1 to 1 technology in all classrooms grades 1 - 6, which allows students to access online learning sites provided by English Language Arts and Math curriculum. Next year focus on providing opportunities for after school access to technology for research, homework, and projects.

**Action 1**

**Title:** English Language Arts, Math Instruction and Intervention

Action Details:

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 direct 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 Certificated Tutors, California Teaching Fellows, Paraprofessionals and/or TSA for a minimum of 45 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 Tutors and California Teaching Fellows 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 2018 and Fall 2018 using DRP, Spring CAASP, KAIG, BAS, BPST, DIBELS assessments as well as teacher formative assessments and performance tasks in ELA and Math.

**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

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- BAS, TKAIQ, and DRP assessment results
- SBAC ELA and Math data
- Data chats and planning with Admin
- AC agenda and minutes and PAC artifacts
- Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
- Quarterly Certificated Tutor Progress Reports
- Quarterly Teaching Fellow focus students progress reports
- EL Redesignation and Monitoring reports

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

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- Students scoring below grade level in ELA and Math will have whole school RTI block focused on gaps in literacy and grade level standards. 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(s), Teaching Fellows, Implementation of GVC, tablets and technology, district and site licenses, leveled readers, Scholastic Magazine, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in ELA, Math, and ELD. ELPAC assessors.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Close Reading Strategies Complex Text, Task, and Talk
- Guided Reading and small group instruction
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial homework center.

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

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- Each teacher will specifically review each student's reading level, goals, and scores at the fall parent conference.
- Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and student's progress.
- Parents will be notified when their children are receiving intervention services
- Parents will be continually engaged in student progress through progress reports quarterly, information nights such as Back to School Night, parent/teacher conferences, and Open House.
- 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

#### Owner(s):

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Classroom Teachers  
TSA  
Certificated Tutors  
California Teaching Fellows  
Instructional Leadership Team  
Paraprofessionals  
Principal  
Vice Principal

#### Timeline:

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August 13, 2018 - June 6, 2019  
Fall and Spring  
Monthly, Quarterly, and on-going

#### Specify enhanced services for EL students:

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- Integrated and designated ELD instruction in all subjects areas and driven by the ELA/ELD Framework.
- An after school tutoring center will be provided to select EL, Foster, and Economically Disadvantaged students to provide support and assistance with homework and tutoring.
- 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.
- Substitute teachers for ELD training/planning
- Materials and supplies and supplemental materials for EL students
- Teaching Fellows will work with EL students in small group
- ELPAC Assessors

#### Describe Professional Learning related to this action:

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- English Language Instructional Strategies for Designated ELD time
- Continued coaching to support implementation of ELA/ELD Framework
- Designated ELD model lesson
- Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions, developing CFAs and will be focused on clarifying, analyzing, and prescribing.
- Common Core State Standards Deconstruction
- Unit Assessment Planning
- Math word problem deconstruction
- Subs will be provided for additional coaching, planning, and professional learning for both teachers and administration.
- PLI training, including travel fees and other expenses

- During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.

## Action 2

**Title:** English Learner Progress

### Action Details:

Aynesworth Elementary school will continue to implement intervention supports for teaching English Language learners. Professional Learning will be provided 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, and writing development using EL data indicators to inform 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

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

#### Owner(s):

Classroom Teachers  
Cert. Tutor  
TSA  
Principal  
Vice Principal

#### Timeline:

Principal or Vice Principal will communicate EL data or learning strategies to 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.

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

Students meeting the criteria will get daily designated ELD instruction

Materials include but are not limited to: ELPAC Assessors, substitute teachers, technology such as tablets, projectors, books, and literature, Scholastic News or similar material with current information, paper poster paper copy paper, poster maker painter, pencils, pens, etc.

#### Specify enhanced services for EL students:

Intervention participation  
Identified students will participate in Tier 2 and Tier 3 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

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

Parent notification of ELPAC, DRP, Interim Assessment, and SBAC testing dates and strategies to support building language acquisition through ELAC meetings.

#### Describe Professional Learning related to this action:

Professional Learning on ELD standards and integrating them into daily teaching of ELA and Math  
Professional Learning on designated ELD time and what is expected

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food)	7,097.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books and Reference-Scholastic	7,000.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting, Parent Participation, and Babysitting	5,085.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Additional Actions: G2A1, G3A1, and G4A1 (No incentives or food)	1,258.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		16,916.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, Collaboration, and Planning Additional Actions: G2A1 and G3A1	8,552.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Additional Actions: G2A1, G3A1, and G4A1	36,382.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	13,875.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	22,551.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Main:Technology Services and Repair	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: PLI Initiative and PLC training	11,440.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		22,555.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute ELD planning and Collaboration	4,685.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies Additional Actions: G2A1, G3A1, and G4A1.	12,068.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	22,551.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00

**\$225,015.00**

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

**School Quality Review**

**School Level Dashboard**

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	86.834	93.834

**Needs Assessment**

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

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

**Goal 2 Participation Rate**

Goal 2 Participation Rate:

- Absenteeism (large groups leave to go to Mexico on independent contracts)
- Students not receiving permission by parents to allow them to participate in after school activities. If the permission is given students are not attending or decide to drop out and not complete the sessions or activities.

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

**Goal 2 Participation Rate**

- Absenteeism (large groups leave to go to Mexico on independent contracts)
- Students not receiving permission by parents to allow them to participate in after school activities. If permission is given students are not attending or decide to drop out and not complete the sessions or activities.

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

**1** SSC:

During our ELAC and SSC meetings on 10/4/17, 12/12/17, and 3/1/18 we reviewed budget Student Engagement and Attendance.

During our analysis and discussion, SSC and ELAC board members and parents provided the following items as high importance:

- Shared data regarding student participation in clubs, athletics, music, student leadership, and exposure to careers for all grade levels (field trips).
- Library Tutoring
- Extra engagement activities for students (ex. Peach Blossom, science club, and dance or music classes)

**2** ELAC:

Combined with SSC

**3** Staff:

- Shared data regarding student participation in clubs, athletics, music, student leadership, and exposure to careers for all grade levels (field trips)
- Library Tutoring
- Translators
- Activity Opportunity for EL students.
- Supplemental Contracts

## Action 1

**Title:** Goal 2 Arts, Activities and Athletics

### Action Details:

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. Provide parent information nights

**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

- 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

#### Owner(s):

Classroom Teachers  
Instructional Leadership Team  
Admin Team

#### Timeline:

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

ILT will gain feedback from teachers on changes and improvements needed

Admin team will support and organize the classes and scheduling.

#### 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 craft supplies, cooking ingredients, t-shirts, athletic equipment and supplies, Peach Blossom, Spelling Bee, students council, Super Kid activities, and FunWorks Activities.

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

Family Night Activities

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 events that include informational presentations and student performances.

#### Specify enhanced services for EL students:

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

#### Describe Professional Learning related to this action:

- Two grade level teams (1st and 2nd, 3rd and 4th) will meet and plan a 6 week block for "Club" activities
- Athletic coaches will participate in training and regional activities as provided.

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	100	100
Exposure to Careers - 6th Grade	96	100

Needs Assessment

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Exposure to Careers - 3rd Grade</b> N/A</p> <p><b>Exposure to Careers - 4th Grade</b> N/A</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>We will continue to encourage students and parents to participate in the Camp Experience provided by the district. We will utilize our Home School Liaison, Restorative Counselor, and teachers to connect with families with a goal of increasing participation for all students.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Exposure to Careers - 3rd Grade</b> N/A</p> <p><b>Exposure to Careers - 4th Grade</b> N/A</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>The fact that 100% of our 6th grade students did not participate is due to parents not allowing their children to attend 6th grade camp overnight away from home.</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>During our ELAC and SSC meetings on 10/4/17, 12/12/17, and 3/1/18 we reviewed Student Engagement, and Attendance.</p> <p>During our analysis and discussion, SSC and ELAC board members and parents provided the following items as high importance:</p> <ul style="list-style-type: none"> <li>Share data regarding student participation in exposure to careers for grades 3,4, and 6</li> </ul>	<p><b>2</b> ELAC:</p> <p>Combined with SSC</p>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>Share data regarding student participation in exposure to careers for grades 3,4, and 6.</li> <li>School and student safety</li> </ul>
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- School and student safety

## Action 1

**Title:** Character Competencies and School Success

### Action Details:

Aynesworth will support the social emotional health and well-being of students and families by contracting a counselor from Family Foundations Counseling Services for 14 hours per week, a Home School Liaison, Resource Counseling Assistant and hiring a Health Aide. This support will be offered to students and families 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.

**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

- Reflect on high needs students at the beginning of the year with teachers
- Make referrals to counselor to acquire parent approval
- Meet quarterly with counselor, nurse/health aide, and teacher to discuss improvements in classroom behavior, student outlook, connection to school, attendance, academics, and number of nurse referrals
- Monitor progress monthly and implement strategies to keep students on track
- Student Success Team Meetings

#### Owner(s):

Counselor  
Health Aide  
Nurse  
Classroom Teachers  
Home School Liaison  
Resource Counseling Assistant  
Restorative Practices Counselor  
School Psychologist  
Vice Principal  
Principal

#### 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/Nurse 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.

#### 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.

Communications 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.

#### Specify enhanced services for EL students:

Students will participate in lessons/activities 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 and online learning opportunities.



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, and other incentives.

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

Present Educational Codes, District/Aynsworth Dress Code to parents at SSC, Annual Title 1 Meeting, ELAC meetings, and Parent University Module Presentations

Identified students will participate in Tier 2 and Tier 3 academic intervention and behavior interventions.

Students will participate in Library Tutoring with a focus on English Learners

**Describe Professional Learning related to this action:**

Continue School Culture and Climate training with entire staff to create positive norms for students during instructional time, transitions and during weekly class meetings utilizing Aynsworth's Panther PRIDE Guidelines for Success: Preparation, Responsibility, Integrity, Determination, Effort

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	4,712.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Additional Action: G4A1	39,900.00
G3A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			Evaluation Fee-Counseling Services	798.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Goals 3 & 4	45,209.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		47,822.00

**\$138,441.00**

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

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	10.965	8.965
Suspensions Per 100	10.249	9.249

**Needs Assessment**

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• Parent not calling to verify student absences</li> <li>• Lack of parent understanding of and involvement in the child's education</li> <li>• Lack of parent participation in their child's school activities and functions</li> </ul> <p><b>Suspensions Per 100</b></p> <ul style="list-style-type: none"> <li>• Students refusing to follow District and school wide behavior expectations</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>• Parent not calling in to verify student absences</li> <li>• Lack of parent understanding of and involvement in their child's education</li> <li>• Lack of parent participation in their child's school activities and functions.</li> </ul> <p><b>Suspensions Per 100</b></p> <ul style="list-style-type: none"> <li>• Reduce the suspension rate by 2%</li> </ul>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>During our ELAC and SSC meetings on 10/4/17, 12/12/17, and 3/1/18 we reviewed Suspension, Student Engagement, and Attendance.</p> <p>During our analysis and discussion, SSC and ELAC board members and parents provided the following items as high importance:</p> <ul style="list-style-type: none"> <li>• Share suspension data</li> <li>• Review California Educational Codes</li> <li>• Review District/Aynesworth Dress Code and behavior expectations</li> </ul>	<p><b>2</b> ELAC:</p> <p style="text-align: center;">Combined with SSC</p>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Share suspension and expulsion data</li> <li>• Review California Educational Codes</li> <li>• Review District/Aynesworth Dress Code and behavior expectations</li> </ul>
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**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Annual Title 1 Parent Meeting/presentation

Health Aide - Keeping student in class and at school in order to learn. Decreased office visit and increased number of students staying in class learning. Will continue next year.

Materials and Supplies - provide activities for Alternative Recess room during recess and lunch for students in grades 1 - 6. Allows student to build relationships and connect with adults while doing activities that interest them such as art, playing games, talking and sharing ideas and information.

Technology- Learning to perform tasks on the tablet that will benefit them in the work place such as making and presenting power point presentations.

Parent Participation - Provide opportunities for parents to learn and share together. Making connections with the school that help support them in encouraging their students to stay in school and come on time ready to learn everyday.

**Action 1**

**Title:** Attendance and School Connections

**Action Details:**

The Home School Liaison will make connections with parents to help facilitate any services that are needed to improve attendance and school connections. Teachers and staff members will be trained on best practices to use in and outside the classroom to build relationships and a consistency of expectations. Resource Counseling Assistance will provide a space for student to go during recesses and if needed during the day to learn skills on how to manage relationships and feelings of anger. Counseling services will be provided for students helping eliminate barriers to school connection and learning.

**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**

- Family Foundations Counseling referrals and monthly Client Caseload documentation.
- Behavior referrals to the office.
- Monitor Chronic absenteeism rate.
- Men of Character Program grades 5-6.
- Child Welfare and Attendance (CWA) and Home School Liaison will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity Walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- Resource Counseling Assistant to provide support to all students

**Owner(s):**

- Principal
- Vice Principal
- Teacher on Special Assignment
- RSP teacher
- Certificated staff
- Teaching Fellows
- Paraprofessional
- Child Welfare and Attendance
- Resource Counseling Assistant

**Timeline:**

- August 8, 2018 - June 6, 2019
- Monthly, Quarterly, On-going

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

**Specify enhanced services for EL students:**

- Hire Resource Counseling Assistant to support students across all grade levels in a variety of capacities utilizing budget 7090.
- Health Assistant to help follow-up on student health concerns and contact parents regarding school related health concerns and record compliance such as immunizations. A consistent person giving school medications that knows the student and has a good relationship with them helps connect students to school.
- Home School Liaison.
- NTA training
- Contract Family Foundations Counseling Services for 2 days per week.
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: to any approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities.
- Materials/Supplies/Technology: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructions materials for teachers and students.
- Purchase materials and supplies to support student excelling in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.

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

- Present Educational Codes, District/Fremont Dress Code of Standard Dress to parents at SSC, Annual Title 1 Meetings, ELAC meetings, and Parent University Module Presentations.

- Monitor EL student population for chronic and severe chronic absenteeism rate,
- Participate and attendance rate Goal 2 activities.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.

Describe Professional Learning related to this action:

- Continue Safe and Civil training with entire staff to create positive norms for students during instructional time, transitions and during weekly class meetings utilizing Aynesworth's Panther Pride Criteria for Success: Preparation, Responsibility, Integrity, Determination, Effort

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.4375		13,025.00

**\$13,025.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0025 Aynesworth Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food)	7,097.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books and Reference-Scholastic	7,000.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreting, Parent Participation, and Babysitting	5,085.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Additional Actions: G2A1, G3A1, and G4A1 (No incentives or food)	1,258.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		16,916.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for SSTs, Collaboration, and Planning Additional Actions: G2A1 and G3A1	8,552.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies Additional Actions: G2A1, G3A1, and G4A1	36,382.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	13,875.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	22,551.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Main:Technology Services and Repair	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: PLI Iniative and PLC training	11,440.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		22,555.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute ELD planning and Collaboration	4,685.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies Additional Actions: G2A1, G3A1, and G4A1.	12,068.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	22,551.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	4,712.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling Additional Action: G4A1	39,900.00
G3A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			Evaluation Fee-Counseling Services	798.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Goals 3 & 4	45,209.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		47,822.00
G4A1	Title 1 Basic	Health Services	Cls Sup-Reg	Assistant, Health	0.4375		13,025.00

\$376,481.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,465.00
Sup & Conc	7090	\$208,335.00
LCFF: EL	7091	\$114,681.00
<b>Grand Total</b>		<b>\$376,481.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$225,015.00
G3 - All students will demonstrate the character and competencies for workplace success	\$138,441.00
G4 - All students will stay in school on target to graduate	\$13,025.00
<b>Grand Total</b>	<b>\$376,481.00</b>