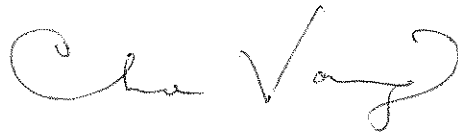


Aynesworth Elementary

10621666006076

Principal's Name: Cha Vang

Principal's Signature:

A handwritten signature in cursive script that reads "Cha Vang". The signature is written in black ink and is positioned to the right of the text "Principal's Signature:".

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

Title I SWP

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

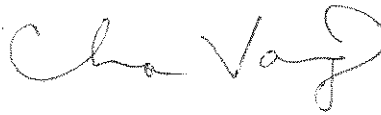
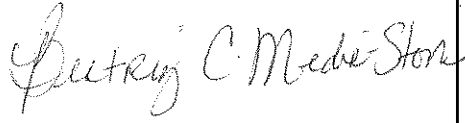
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 Involvement 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 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.

School Site Council

School Site Council List					
Member Names	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cha Vang	X				
2. Chairperson - Beatriz Medina-Storie				X	
3. Zachary Rocca		X			
4. Catherine Krajicek		X			
5. Jessica Phillips		X			
6. Gabriela Ruvalcaba			X		
7. Veronica Zuniga				X	
8. Juan Carrillo				X	
9. Maria Maldonado				X	
10. Elsa Luna				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	Cha Vang		March 25, 2019
SSC Chairperson	Beatriz Medina-Storie		March 25, 2019

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	23.993 %	1.935 %	2017-2018	8.935 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.965 %	28.614 %	2017-2018	35.614 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.362 %	16.765 %	2017-2018	23.765 %

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

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

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

- 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.
- (On track to meet targets)

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.
- (On track to meet targets)

EL Reclassification Rate (All grade levels)

- Designated ELD time in all classess
- ELD standards training and integration PL
- (On track to meet targets)

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

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

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

School wide (all students): 28.6%

*English Learner Students: 8.7%

*African American: 37.5%

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

- Grade levels not consistently 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 rigorous intervention through the RTI Process (Tier 1 and Tier 2).
- Need to increase analysis of student work to identify common errors when re-teaching (use of rigorous CFAs to support student learning at tier 1 and 2)

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): 16.8%%

*English Learner Students: 6.3%

*African American: 12.5%

- 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): 46.3% EL learners school wide

*Redesignation 27.82%

- Inconsistency in implementation of integrated and designated ELD instruction
- Unfamiliar with ELPAC expectations
- Grade levels not consistently implementing 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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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, magazines and computerized software programs to promote reading opportunities in class and at home. Increase number of books in classroom libraries for next year. Provide AR books and incentivized reading (AR celebrations every quarter) as additional support to Tier 1 core instruction.

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. Purchase technology integrated intervention programs such as AR, IXL, etc.

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

Continue to implement all with addition of purchase of incentivized reading program AR and computerized intervention programs such as iXL to support ELA and Math.

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:

During our ELAC and SSC meetings on 2/28/18, 3/7/18, 3/14/19 and 3/25/19 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 (2 part-time HSL)
5. Resource Counseling Assistant (1)
6. Teaching Fellows
7. Wonderworks Intervention Materials
8. Tutoring and specific emphasis for ELPAC
9. Parent classes/workshop to familiarize parents with expectations on ELPAC and SBAC
10. Informed on redesignation process and regular redesignation updates
11. Computerized programs such as AR and iXL

2 ELAC:

ELAC advised SSC and was invited to participate in SSC SPSA meetings

3 Staff:

All teachers were provided the following feedback and budget priorities:

1. Technology
2. Counseling Services (2 days)
3. Certificated Tutor (1)
4. Home School Liaison (2 part-time HSL)
5. Resource Counseling Assistant (1)
6. Teaching Fellows
7. Wonderworks Intervention Materials
8. Tutoring and specific emphasis for ELPAC
9. Parent classes/workshop to familiarize parents with expectations on ELPAC and SBAC
10. Informed on redesignation process and regular redesignation updates
11. Computerized programs such as AR and iXL

Action 1

Title: English Language Arts 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 (tiers 1,2,3), 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/CFAs/Fluency)

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 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 based on student needs. The Certificated Tutor and California Teaching Fellows will assist the teachers with foundational skill building activities and supplemental intervention in areas of need for students needing extra support (ELs, struggling readers, SPED, Foster Youth, and African American sub groups). This small group differentiated learning time is designed to support the needs of students not meeting grade level standards in reading or students meeting standards and needing enrichment lessons. Student need will be determined by Spring 2019 and Fall 2020 using DRP, Spring CAASP, KAIG, BAS, BPST, DIBELS assessments as well as teacher formative assessments (CFAs) and performance tasks in ELA

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

- BAS, TKAIG, and DRP assessment results
- SBAC ELA data
- Data chats and planning with Admin
- AC agenda and minutes and PAC artifacts
- Teachers will enter student assessment data into Teams data page
- 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

Owner(s):

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

Timeline:

August 13, 2019 - June 6, 2020
 Fall and Spring
 Monthly, Quarterly, and on-going

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

- Students scoring below grade level in ELA 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, and ELD. ELPAC assessors will provide additional assessment support.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Close Reading Strategies and all tenets of the IPG
- Guided Reading and small group instruction aligned to tenets of the IPG
- 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 (at tiers 1,2,3)
- 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.
- Students will receive additional support through software programs such as AR/iXL/ etc. Students will participate in the AR incentivized reading.

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

- Students scoring below grade level in ELA 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/software programs, 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, and ELD. ELPAC assessors.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Close Reading Strategies aligned to IPG tenets
- Guided Reading and small group instruction aligned to IPG
- 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.

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

- 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 Liaisons and Health Aide are an additional communication resource for parents
- Interpreters
- During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.

- 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.

Describe Professional Learning related to this action:

- Teachers will receive special reading instruction training from Cullinan (begin with TK-3 teachers first) to support student learning at tier 1 and tier 2.
- 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

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. Students will receive additional intervention support through computer integrated software programs such as AR/iXL/etc.

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 and CFAs created by the teacher/grade level
- AC meeting agendas and minutes
- Teachers will enter student assessment data into Teams data page
- 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 and VP will monitor student data across multiple assessments
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.

Specify enhanced services for low-performing student groups:

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

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

Professional Learning provided by Cullinan for teachers beginning with TK-3.

Action 3

Title: Math Instruction and Intervention

Action Details:

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 a Certificated Tutor, 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 Tutor and

California Teaching Fellows will assist the teachers with foundational skill building activities and supplemental intervention in areas of need extra support for students needing extra support (ELs, SPED, Foster Youth, African American, Struggling Readers sub groups). This small group differentiated learning time is designed to support the needs of students not meeting grade level standards in math or students meeting standards and needing enrichment lessons. Student need will be determined by Spring 2019 and Fall 2020 using DRP, Spring CAASP, KAIG, BAS, BPST, DIBELS assessments as well as teacher formative assessments and performance tasks in Math. Students will have access to additional math intervention support through computer integrated programs/software such as iXL or ST 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

- BAS, TKAIG, and DRP assessment results
- SBAC ELA and Math data
- Data chats and planning with Admin
- AC agenda and minutes and PAC artifacts
- Teachers will enter student assessment data into Teams data page
- 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

Owner(s):

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

Timeline:

August 13, 2019 - June 6, 2020
Fall and Spring
Monthly, Quarterly, and on-going

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

- 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.

Specify enhanced services for EL students:

- 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 groups

Specify enhanced services for low-performing student groups:

- Students scoring below grade level in 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 teachers and the certificated staff. Materials will include but are not limited to: Certificated Tutor, Teaching Fellows, Implementation of GVC, tablets and technology/software, 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 Math.
- Implementation of the District Adopted Math Curriculum (GVC).
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted math 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.
- Students will have access to software programs such as iXL/ST Math.

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

- Each teacher will specifically review each student's math 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
- During the SST meetings, student progress and academic supports will be discussed. Subs will be provided, as necessary, so teachers can attend meetings.

Describe Professional Learning related to this action:

-
- Continued coaching to support implementation of Math strategies
- PL and 5Es model lesson
- Staff collaboration during AC meetings that is focused on addressing the four AC grounding questions, developing math 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.
- PL training, including fees and other expenses

2019-2020 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	Subagreements			California Teaching Fellows Foundation : Ca Teaching Fellows	22,551.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Interpreting, Parent Participation, Babysitting	5,193.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		17,179.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs, teacher release for PL (ex. Cullinan), SSTs, teacher collaboration Additional Actions: G1A2, G3A1	8,589.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: AR: \$10,000	10,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: IXL/other computerized software \$15,000	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies Additional actions: G2A1, G3A1, G4A1	30,504.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	33,875.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: Tech services/repair	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : PL: reading/other PL training (Ex. Cullinan)	11,440.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			Books/References: Scholastic	5,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Additional actions: G2A1, G3A1, G4A1	1,258.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		22,908.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for EL planning/ teacher release fo EL prof. learning (ex. Cullinan) Additional action: G1A2	9,411.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies Additional actions: G2A1, G3A1, G4A1	11,250.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Ca Teaching Fellows	22,551.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			Cullinan : PL: reading trng for EL (Cullinan)	5,000.00

\$244,709.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	93.834 %	56.143 %	2017-2018	63.143 %

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

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

Goal 2 Participation Rate

Goal 2 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.
- (On track to meet targets)

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

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

Students were encouraged to participate in Goal 2 activities

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

Continue actions that support all students, especially ELs, SPED, Foster Youth, and African American subgroups to consistently participate in Goal 2 activities. Provide an engagement room for students during recesses to engage them in activities (parent engagement/parent volunteer room).

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:

During our ELAC and SSC meetings on 2/28/19, 3/7/19, 3/14/19 and 3/25/18 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, talent show, and dance or music classes)

2 ELAC:

ELAC meetings held to align with SSC meetings and agendas

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 for enrichment and sports

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 levels to plan engagement activities for students.

Contracts will be offered to staff to provide engagement activities such as Science Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.

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, and support material for Super Kid activities/FunWorks Activities, Science Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.

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.

Specify enhanced services for low-performing student groups:

Students in subgroups such as EL, SPED, Foster Youth, and African American, will special invitation to participate in Science Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.

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.

Parents will be invited to volunteer in the Parent Engagement/Volunteer Room during recesses.

Describe Professional Learning related to this action:

- Staff will be provided with contracts to support arts, activities, and athletics such as Science Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.
- Athletic coaches will participate in training and regional activities as provided.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	96.053 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	98.765 %	2017-2018	100 %

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

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

Exposure to Careers - 3rd Grade
N/A

Exposure to Careers - 4th Grade
N/A

Exposure to Careers - 6th Grade
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.
On track to meeting target

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

Exposure to Careers - 3rd Grade
N/A

Exposure to Careers - 4th Grade
N/A

Exposure to Careers - 6th Grade
The majority of 6th grade students did participate and attended 6th grade camp.

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

As intended we encouraged the majority of our 6th grade students to participate in 6th grade camp. We provided parent outreach meetings and incentives such as camp shirt to encourage participation.

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

We will continue to provide student incentives such as camp shirts and parent outreach.

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:

During our ELAC and SSC meetings on 2/28/19, 3/7/19, 3/14/19, and 3/25/18 we reviewed Student Engagement, and Attendance.

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

- Share data regarding student participation in exposure to careers for grades 3,4, and 6
- School and student safety

2 ELAC:

ELAC meetings aligned with SSC meetings and cover the same agenda

3 Staff:

- Share data regarding student participation in exposure to careers for grades 3,4, and 6.
- 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, two part-time Home School Liaisons, Resource Counseling Assistant and 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(s)
Health Aide
Nurse
Classroom Teachers
Home School Liaisons
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(s) 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 Liaisons 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 provided through Family Foundations Counseling Services

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.

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.

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.

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

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

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

Specify enhanced services for low-performing student groups:

EL, SPED, Foster Youth, and African American students will be given priority when services are considered.

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 Aynesworth's Panther PRIDE Guidelines for Success: Preparation, Responsibility, Integrity, Determination, Effort

2019-2020 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	7,859.00

\$7,859.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	8.965 %	9.585 %	2017-2018	7.585 %
Suspensions Per 100	9.249 %	3.438 %	2017-2018	1.438 %

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

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

Chronic Absenteeism

- Parent not calling to verify student absences
- Lack of parent understanding of and involvement in the child's education
- Lack of parent participation in their child's school activities and functions
- (On track to meet targets)

Suspensions Per 100

- Students refusing to follow District and school wide behavior expectations
- (On track to meet targets)

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

Chronic Absenteeism

- Parent not calling in to verify student absences
- Lack of parent understanding of and involvement in their child's education
- Lack of parent participation in their child's school activities and functions.

Suspensions Per 100

- Reduce the suspension rate by 2%

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

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 school/class to access learning. Will continue next year.

Materials and Supplies - provide activities for Alternative Recess room (Panther Place) during recess and lunch for students in grades TK - 6. Allows students 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. Provide funds to support parent engagement/parent volunteer room during recesses.

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

Continue as with parent outreach meetings, health aide, HSL, Materials/Supplies, technology,, and opportunities for parent participation. Provide funds to support a parent engagement/parent volunteer room during recesses.

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:

During our ELAC and SSC meetings on 2/28/19, 4/7/19, 3/14/19, and 3/25/18 we reviewed Suspension, Student Engagement, and Attendance.

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

- Share suspension data
- Review California Educational Codes
- Review District/Aynesworth Dress Code and behavior expectations

2 ELAC:

ELAC meetings aligned with SSC meetings with same agenda

3 Staff:

- Share suspension and expulsion data
- Review California Educational Codes
- Review District/Aynesworth Dress Code and behavior expectations

Action 1

Title: Attendance and School Connections

Action Details:

The two Home School Liaisons 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 through use of Restorative Practice strategies such as restorative chats, affirmative statements, and restorative conferences. 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.
- Young Men of Character Program grades 5-6 and Girl Power Program
- 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.
- Fully implement Restorative Practices
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Weekly class meetings, restorative chats, restorative conferences, and affirmative statements will be implemented
- 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/Teachers
- Teaching Fellows
- Paraprofessional
- Child Welfare and Attendance
- Resource Counseling Assistant

Timeline:

- August 13, 2019 - June 6, 2020
- Monthly, Quarterly, On-going

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

- Provide 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.
- 2 part time Home School Liaisons
- NTA training/support
- Classified extra time/NTA time to increase safety
- 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/Software: Technology and classroom materials and supplies to include the purchase of additional tablets/computers, software tablet carts, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support student achievement in reading writing and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

EL, SPED, Foster Youth, and African American students will receive special consideration and invitation to participate. RCA, HSL, and Family Foundations Counseling will support these student in the following manner:

RCA will facilitate Restorative Conferences and implement SEL lessons that supports these subgroups to stay on target to graduate

HSL will work to communicate with EL families and act as a liaison in support of SEL and Restorative Practices that encourages these student subgroups to stay on target to graduate

Family Foundations Counseling will equip these student subgroups with the skills need to stay on target to graduate.

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.

Describe Professional Learning related to this action:

- Continue Restorative Practices and SEL training with entire staff to create positive norms for students during instructional time, transitions and during weekly class meetings utilizing Aynesworth's Panther Pride

- HSL will communicate with parents and act as liaison during parent-teacher/parent-school collaborative work (parent workshops, ELAC, SSC, parent conferences, parent engagement activities, coffee chats, and school events)

Criteria for Success: Preparation, Responsibility, Integrity, Determination, Effort

2019-2020 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	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Split Funded with 7090 . Additional actions:G3A1	30,254.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Split Funded with 3010. Additional actions:G4A1	9,646.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,947.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.4375	1028765 Robinson, Carla: Aynesworth	12,935.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,822.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		14,309.00

\$123,913.00

2019-2020 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	Subagreements			California Teaching Fellows Foundation : Ca Teaching Fellows	22,551.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Interpreting, Parent Participation, Babysitting	5,193.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875		17,179.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs, teacher release for PL (ex. Cullinan), SSTs, teacher collaboration Additional Actions: G1A2, G3A1	8,589.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: AR: \$10,000	10,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iXL/other computerized software \$15,000	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies Additional actions: G2A1, G3A1, G4A1	30,504.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	33,875.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: Tech services/repair	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Cullinan : PL: reading/other PL training (Ex. Cullinan)	11,440.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			Books/References: Scholastic	5,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Additional actions: G2A1, G3A1, G4A1	1,258.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500		22,908.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for EL planning/ teacher release fo EL prof. learning (ex. Cullinan) Additional action: G1A2	9,411.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies Additional actions: G2A1, G3A1, G4A1	11,250.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Ca Teaching Fellows	22,551.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			Cullinan : PL: reading trng for EL (Cullinan)	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	7,859.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Split Funded with 7090 . Additional actions:G3A1	30,254.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Services: Counseling Split Funded with 3010. Additional actions:G4A1	9,646.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		43,947.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.4375	1028765 Robinson, Carla: Aynesworth	12,935.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,822.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		14,309.00

\$376,481.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,998.00
Sup & Conc	7090	\$215,232.00
LCFF: EL	7091	\$103,251.00
Grand Total		\$376,481.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$244,709.00
G3 - All students will demonstrate the character and competencies for workplace success	\$7,859.00
G4 - All students will stay in school on target to graduate	\$123,913.00
Grand Total	\$376,481.00