

Aynesworth Elementary

10621666006076

Principal's Name: Cha Vang

Principal's Signature: 

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cha Vang	X				
2. Chairperson – Beatriz Medina-Storie				X	
3. Zachary Rocca- Teacher		X			
4. Catherine Krajicek- Teacher		X			
5. Jessica Phillips-Teacher		X			
6. Sofia Rios-Staff			X		
7. Maria Maldonado-Parent				X	
8. Elsa Luna-Parent				X	
9. Rita Cruz-Parent				X	
10. Hermila Rodriguez				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Cha Vang		2/27/2020 & 5/20/2020
SSC Chairperson	Beatriz Medina-Storie		2/27/2020 & 5/20/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Aynesworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$65,508 *
7090	LCFF Supplemental & Concentration	\$211,151
7091	LCFF for English Learners	\$99,822
TOTAL 2020/21 ON-SITE ALLOCATION		\$376,481

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,854
Remaining Title I funds are at the discretion of the School Site Council	\$63,654
Total Title I Allocation	\$65,508

Aynesworth Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.614 %	32.514 %	2018-2019	39.514 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.765 %	21.038 %	2018-2019	28.038 %

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)

- Standards-Based Curriculum-The school's curriculum is aligned with State standards and is articulated across grades and subjects (use of Wonders and IPG)
- Standards-Based Assessment-The school uses multiple classroom (Formative and CFAs) and district assessments (iReady), in addition to the State's assessment (CAASPP, IABs) to monitor the achievement of individual students.
- Data chats and planning with Admin
- PLC agenda and minutes and artifacts-Lead teachers 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
- Professional Development-The school has a structure and process for developing and implementing a professional development plan that is aligned with the schoolwide program goals
- ELA Common Core State Standards Deconstruction
- ELA Unit Assessment Planning
- Subs will be provided for ELA additional coaching, planning, and professional learning for both teachers and administration.
- PLI training

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)

Struggling readers and students working below need additional intervention support at both Tier 2.

- Continued coaching to support implementation of ELA/ELD Framework is needed

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

Students performing below grade level in math need additional math intervention support at Tier 2.

- Continued coaching to support implementation of math standards is needed

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

- Standards-Based Curriculum-The school's curriculum is aligned with State standards and is articulated across grades and subjects (Go Math)
- Standards-Based Assessment-The school uses multiple math classroom (Formative and CFAs) and district assessments (iReady), in addition to the State's assessment (CAASPP, IABs) to monitor the achievement of individual students.
- Math Data chats and planning with Admin
- PLC agenda and minutes and artifacts-Lead teachers will enter math student assessment data into Teams data page
- Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
- Quarterly Certificated Tutor Progress Reports
- Professional Development-The school has a structure and process for developing and implementing a professional development plan that is aligned with the schoolwide program goals in math
- Math Common Core State Standards Deconstruction
- Math 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

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

All goals were met. Teacher reading training did not occur but will be implemented next year. Students made expected growth in both ELA and math according to iReady.

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.

- 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.
- Subs will be provided for additional coaching, planning, and professional learning for both teachers and administration.
- PLI training, including travel fees and other expenses

Continued coaching to support implementation of ELA/ELD/Math Framework

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:

The following information was shared with SSC

2 ELAC:

The following information was shared with ELAC

3 Staff:

Teacher/Staff discussed the following information

The following information was shared with SSC:

- Ongoing communication between the classroom teacher and SSC 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

The following information was shared with ELAC:

- Ongoing communication between the classroom teacher and ELAC 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

Teacher/Staff discussed the following information:

- 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.

Action 1

Title: English Language Arts and Intervention

Action Details:

Aynesworth Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELAResponse 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 based challenging content with aligned assessments in order to reduce the number of students reading below grade level as evidenced by multiple reading measures (CAASPP/iReady/KAIG/BAS/Illuminate/CFAs/CSAs/IABs/Fluency assessments)

Aynesworth will implement an intervention plan, by grade level PLC teams, 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 PLC work of establishing essential standards to be taught and assessed regularly, resulting in the formation of intervention groups based on student needs. Teachers in grades K-3 will be supported by push-in Teaching Fellows as teachers provide strategic reading instruction (to include strategies from Cullinan training). California Teaching Fellows will assist K-3 teachers with foundational skill building activities and supplemental intervention for students needing extra support (ELs, struggling readers, SPED, Foster Youth, and African American sub groups). The Certificated Tutor will provide reading intervention and support for students in grades 4-6 during small group differentiated learning time (intervention block). Teachers in grades 4-6 will use student assessment data to identify EL, struggling readers, SPED, Foster Youth, and African American students for instruction at Tiers 1,2,3. During K-6 intervention block, students will receive small group differentiated learning time 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 Spring2020 and Fall 2021 through analysis of iReady, Spring CAASP, KAIG, BAS, BPST, DIBELS assessments as well as teacher formative assessments (CFAs/CSAs/IABs).

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

- iReady data results
- CAASPP ELA data
- Data chats and planning with Admin
- PLC agenda and minutes and 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 2020 - June 2021
 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 participate in whole school RTI (intervention) 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, Implementation of Personalized Learning Initiative (PLI), tablets/technology, district and site instructional licenses, leveled readers, Scholastic Magazines, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations, ELA/ELD planning, and PLI professional learning. 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 below or significantly established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and Teaching Fellows (at tiers 1,2,3)
- Students in grades 4-6, scoring below or significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and the Certificated Tutor (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/Math Fluency etc. Students will participate in the AR incentivized reading.
- A supplemental writing resource such as but not limited to Writing by Design will be provided to support the ELA and writing program in Wonders in grades K-6.

Specify enhanced services for EL students:

- Integrated and designated ELD instruction in all subjects areas and driven by the ELA/ELD Framework.
- PLI implementation will provide individualized learning for EL students
- 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. Students will engage in integrated ELD instruction as well as designated ELD instruction. Teachers will have planning days to plan lessons that include integrated ELD, designated ELD, academic language acquisition grounded in ELD/ELA standards, 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/Writing by Design.

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/CSA/IABs as determined by the teacher/grade level
- PLC 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 integrated and 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, iReady, Interim Assessment, and CAASPP 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 integrated and designated ELD time

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 greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction focused on the eight mathematical practices and 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 and Personalized Learning Initiative (PLI).

Aynesworth will implement an intervention plan, by grade level/PLC 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 PLC 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 2020 and Fall 2021 using iReady, Spring CAASP, KAIG, BAS, BPST, DIBELS assessments as well as teacher formative assessments and performance tasks in Math (CSAs/IABs). Students will have access to additional math intervention support through computer integrated programs/software such as iXL/Math Fluency/ST Math 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

- iReady assessment results
- CAASPP ELA and Math data
- Data chats, goal setting, and planning with Admin
- AC agenda and minutes and 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 2020 - June 2021
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 Magazines, supplemental writing program such as but not limited to Writing by Design, 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) aligned to IPG tenets
- Close Reading Strategies
- 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.
- A supplemental writing program such as but not limited to Writing by Design will be provided to support Wonders
- 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

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) and IPG

- Teaching Fellows will work with EL students in small groups

- 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/Math fluency

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.
- Two Home School Liaisons will support home-school communication 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 (PLI Implementation included)

2020-2021 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	Teacher-Supp			Subs, teacher release for PL such as Cullinan, PLI, teacher collaboration, SSTs, etc. Additional action: G1A2, G3A1	8,905.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies (no incentives/food)	17,564.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	20,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Books/Reference materials such as scholastic news	5,000.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating, babysitting, Parent Participation, etc. Additional Actions: G1A2	7,583.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation, interpreting, babysitting	5,256.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation Additional Actions G2A1, G3A1, G4A1 (no incentives or food)	1,200.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	G1A1: ELA and intervention support	17,524.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Additional Actions: G1A3 AR/Reflex Math/Writing by Design/etc.	25,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material/supplies Additional Actions: G2A1, G3A1, G4A1	3,243.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology/equip	14,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	62,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	G1A1: ELA and intervention support	23,363.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	20,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub release for EL planning, intervention planning, and prof. learning (ex. Cullinan) Additional action: G1A2	9,507.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials/supplies Additional action: G1A1	7,829.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	7,000.00
G1A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	G1A2 and G3A1 and G4A1	17,348.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI cost Additional action: G1A1	12,000.00

\$293,622.00

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	63.143 %	32.253 %	2018-2019	39.253 %

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

- Extended Learning Activities- The school provides informal learning experiences and extracurricular activities, such as sports, music, and clubs that appeal to diverse populations.
- Contracts will be offered to staff to provide engagement activities such as but not limited to PE Activities, Science Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.

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

Goal 2 Participation Rate

Certain subgroups need to increase in participation rates.

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

Student participation rates increased significantly in arts, activities, and athletics.

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 provide funding and support for arts, activities, and athletics and continue the following:

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.

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:
Participation rates and activities shared with SSC

2 ELAC:
Participation rates and activities shared with ELAC

3 Staff:
Participation rates and activities shared with staff

Action 1

Title: Goal 2 Arts, Activities and Athletics

[Action Details:](#)

Aynesworth will create opportunities for students in grades K– 6 to participate in clubs and/or after school enrichment/sports 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
- PLC 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 but not limited to PE Activities, 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.

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.

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.

Describe Professional Learning related to this action:

- Staff will be provided with contracts to support arts, activities, and athletics such as PE, 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 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	98.958 %	2018-2019	100 %

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

<p>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.</p> <p>Exposure to Careers - 3rd Grade Participation rates increased as expected</p> <p>Exposure to Careers - 4th Grade Participation rates increased as expected</p> <p>Exposure to Careers - 6th Grade Participation rates increased as expected</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade Continue to support certain subgroups to engage</p> <p>Exposure to Careers - 4th Grade Continue to support certain subgroups to engage</p> <p>Exposure to Careers - 6th Grade Continue to support certain subgroups to engage</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Students participated as expected

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 provide engagement opportunities

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Engagement data shared	Engagement data shared	Engagement data shared

Action 1

Title: Character Competencies and School Success

Action Details:

Aynesworth will support the social emotional health and well-being of students. One full time Resource Counseling Assistant will provided SEL counseling support to students to promote behavioral success and school connectiveness. Two part-time Home School Liaisons will support home-school communication. One half-time Resource Counseling Assistant will provide support for continued implementation of Restorative Practices (Panther Place SEL room, repair circles, re-entry meetings, etc.). This support will be offered to students and families who have attendance issues, behavior challenges, or academic concerns resulting from experiencing social emotional trauma or a lack of social skills. 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 full-time RCA who can help monitor and support student interventions and improvements by building positive consistent relationships with students on a daily basis. The Home School Liaisons will make connections with parents to help facilitate any services that are needed. Teachers and staff members will be trained on best practices to use in and outside the classroom to build a consistency of expectations. Teachers will set SEL goals for each student and monitor progress.

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
- Set SEL goals for each student
- Make referrals to RCA for student SEL needs
- Meet quarterly with RCAs and teachers 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):

- Nurse
- Classroom Teachers
- Home School Liaisons
- Resource Counseling Assistants
- Restorative Practices Counselor
- School Psychologist
- Vice Principal
- Principal

Timeline:

- Culture and Climate team will notify the entire staff of social emotional status reports quarterly.
- RCAs will notify parents and teachers of successes and strategies that work to motivate students quarterly
- 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 SEL counseling support to meet the needs of students to improve school attendance provided through RACs

Communications between RCAs and parent to provide information on how to help their child.

Opportunities for students to participate in optional activities at recess and lunch with certificated staff and resource counseling assistants

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

2020-2021 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	7,800.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	G3A1: SEL support	46,784.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	G3A1: Restorative Practices support for school success	13,500.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	This position is already filled by Sofia Ruiz Rios / 1074861 Additional action G4A1	14,775.00

\$82,859.00

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	7.585 %	11.254 %	2018-2019	9.254 %
Suspensions Per 100	1.438 %	4.748 %	2018-2019	3.748 %

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.

<p>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.</p> <p>Chronic Absenteeism</p> <p>Attendance data increased as expected. School wide activities that recognize student attendance and behavior has lead to improved attendance and behavior which has positively impacted students staying on target to graduate.</p> <p>Suspensions Per 100</p> <p>Suspension data decreased as expected. School wide student recognition programs such as student of the month, kind kids, and superkids have impacted students positively which lead to a decreased in student discipline and a decrease in suspension rates.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism</p> <p>Certain sub groups need continued support. Despite school wide attendance programs and individualized student attendance incentives, students with chronic absences has continued to be challenged. Mentoring program next year will target these students for additional support.</p> <p>Suspensions Per 100</p> <p>Certain students need continued support. Students at high risk for discipline and suspension continue to need support- mentoring program next with RAC support will provide these students with additional opportunities for behavior modification/support.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Attendance rates increased as expected. School wide activities that recognize student attendance and behavior has lead to improved attendance and behavior which has positively impacted students staying on target to graduate.

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 promote attendance. Mentoring program next year will target these students for additional support. Students at high risk for discipline and suspension continue to need support- mentoring program next with RAC support will provide these students with additional opportunities for behavior modification/support. School wide implementation of attendance awards, kind kid, superkids, and student of the month will continue to support both attendance and behavior.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Attendance rates and plan of support shared with SSC	Attendance rates and plan of support shared with ELAC	Attendance rates and plan of support shared with staff

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. Full-time Resource Counseling Assistant will provide SEL counseling support. Half-time 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. HSLs and RCAs will support students to help 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

- RCA SEL counseling support caseload documentation.
- SEL Goal Setting
- 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
- One full time Resource Counseling Assistants to provide SEL counseling support to all students
- One part time Resource Counseling Assistant to support Restorative Practices

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 2020 - June 2021
- Monthly, Quarterly, On-going

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

- Provide two Resource Counseling Assistants to support students across all grade levels in a variety of capacities utilizing budget 7090.
- 2 part time Home School Liaisons
- NTA training/support
- Classified extra time/NTA time to increase safety (radios/safety equipment included)
- 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 (to included PLI implementation)
- Materials/Supplies/Technology/Software: Technology, equipment, and classroom materials/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 instructions 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.

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.
- 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)

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.

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

2020-2021 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	Teacher-Supp			Subs, teacher release for PL such as Cullinan, PLI, teacher collaboration, SSTs, etc. Additional action: G1A2, G3A1	8,905.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies (no incentives/food)	17,564.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	20,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Books/Reference materials such as scholastic news	5,000.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating, babysitting, Parent Participation, etc. Additional Actions: G1A2	7,583.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation, interpreting, babysitting	5,256.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation Additional Actions G2A1, G3A1, G4A1 (no incentives or food)	1,200.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	G1A1: ELA and intervention support	17,524.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Additional Actions: G1A3 AR/Reflex Math/Writing by Design/etc.	25,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material/supplies Additional Actions: G2A1, G3A1, G4A1	3,243.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology/equip	14,300.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	62,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	G1A1: ELA and intervention support	23,363.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	20,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub release for EL planning, intervention planning, and prof. learning (ex. Cullinan) Additional action: G1A2	9,507.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials/supplies Additional action: G1A1	7,829.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	7,000.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	G1A2 and G3A1 and G4A1	17,348.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI cost Additional action: G1A1	12,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives	7,800.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	G3A1: SEL support	46,784.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	G3A1: Restorative Practices support for school success	13,500.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	This position is already filled by Sofia Ruiz Rios / 1074861 Additional action G4A1	14,775.00

\$376,481.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,508.00
Sup & Conc	7090	\$211,151.00
LCFF: EL	7091	\$99,822.00
Grand Total		\$376,481.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$293,622.00
G3 - All students will demonstrate the character and competencies for workplace success	\$82,859.00
Grand Total	\$376,481.00