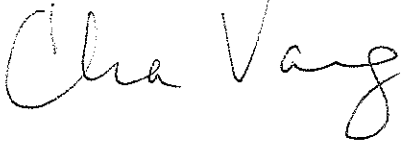


Aynesworth Elementary

10621666006068

Principal's Name: Cha Vang

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

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

Consolidated Program Assurances

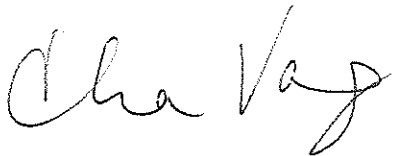

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cha Vang	X				
2. Chairperson – Beatriz Medina Storie				X	
3. Elsa Luna				X	
4. Felipe Lemus		X			
5. Tiffany Cordova		X			
6. Stephanie Nechay			X		
7. Sofia Rios Ruiz			X		
8. Olivia Andrade				X	
9. Hermila Rodriguez				X	
10. Sam Ruiz				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
XELAC reviewed the SPSA as a school advisory committee.
XELAC voted to consolidate with the SSC. Date <u>3/11/24.</u>

Required Signatures

School Name: Aynesworth Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Cha Vang		4/26/24
SSC Chairperson	Beatriz Medina		4-26-2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Aynesworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$67,365 *
7090	LCFF Supplemental & Concentration	\$212,433
7091	LCFF for English Learners	\$101,952

TOTAL 2024/25 ON-SITE ALLOCATION

\$381,750

* 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	\$1,996
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Remaining Title I funds are at the discretion of the School Site Council	\$65,369
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Total Title I Allocation	\$67,365
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Aynesworth Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-76.1 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-92.3 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-82.1 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-78.7 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	23.48 %	21.8 %	2023-2024	22.9 %
SBAC Math - Average distance from standard	✓	0 pts	-90.7 pts	2023-2024	0 pts
SBAC Math - Average distance from standard (English Learner)	✓		-103.3 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	15.09 %	13.5 %	2023-2024	14.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

SBAC ELA - Average Distance from Standard

Key factors that contributed to the performance outcomes for SBAC ELA include:

- Implement a balanced literacy program based on our Guaranteed Viable Curriculum in TK-6 focusing on identifying student gaps and strengths of the ELA State Standards.
- Teachers develop rigorous assessments for monitoring student progress and providing feedback to impact both student learning and teacher planning for instruction.
- TK-3 grade teachers are trained in Cullinan for small group instruction during the Reading

2

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

SBAC ELA - Average Distance from Standard

Factors that may have caused these groups to be disproportionate or low performing:

- Minimum English Language Instruction for Designated ELD time ELLs-need more opportunities to engage in reading, writing, and talking about high level texts.
- Chronic Absenteeism of students overall impact learning as students miss out on foundational skills when they are not physically in school.

English Language Students Resignation

Intervention Time.

- TK-2nd grade PLC teams create a CFAs in ELA utilizing Wonders assessments and Regional assessments.
- 3rd-6th grade PLC teams give the IABs to get their students prepared for SBAC and Regional assessments.
- CFAs, IABs and Regional assessment results are analyzed and misconceptions are identified for targeted reteaching of instruction.
- Engage students in iReady lessons for additional practices to improve mastery in Phonics, Phonological Awareness, High Frequency Words, Vocabulary, and Comprehension of Literature and Informational Texts.
- Tier 1 and Tier 2 instructional support through California Teaching Fellows
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Parent Square, Family Literacy Nights and Parent Coffee Hours.
- Special Education, General Education teachers, administration and support staff collaborate to reflect on student progress and identify supports through IEP meetings and SST meetings.
- Incentives besides academic awards, for all classes/school site to promote student success.

SBAC Mathematics - Average Distance from Standard

Key factors that contributed to the performance outcomes for SBAC Mathematics include:

- Weekly Professional Learning/PLC meetings between teachers, Administration, Literacy Coach, and TSA discussing interventions, re-teaching and next steps for student growth by assessing CFA
- Implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis to the 5Es (Engage, Explore, Explain, Elaborate, and Evaluate) in Go Math, our Guaranteed Viable Curriculum in K-6.
- Teachers provide math instruction delivered through a Math Lesson Design that engages students in high rigor, conceptual understanding, procedural skill, application, coherence and fluency.
- PLC teams create CFAs/IABs/FIABs in mathematics utilizing Go Math assessments and SBAC released items.
- CFA results are analyzed and misconceptions are identified for targeted reteaching of instruction by teachers, admin, and support staff.
- Teachers engage students in iReady lessons for additional practice to improve skill mastery in Number Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry.
- Provide other Professional Learnings, both onsite and off site, for teachers/administrators to support teacher instruction.
- Engage students in iReady lessons for additional practices to improve mastery in mathematics foundational level skills.
- Tier 1 and Tier 2 instructional support through California Teaching Fellows.
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Parent Square, and Parent Coffee Hours.
- Special Education, General Education teachers, administration and support staff collaborate to reflect on student progress and identify supports through IEP meetings and SST meetings.
- Incentives besides academic awards, for all classes/school site to promote student success.

Factors that may have caused these groups to be disproportionate or low performing

- Students need additional opportunities to practice with math fluency and develop conceptual knowledge of math concepts.
- Chronic Absenteeism of students overall could have impacted learning as students miss out on foundational skills when not in school.
- Behavior issues and/or SEL concerns that can impede the learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Offer professional learning, both onsite and offsite, for teachers and administrators to support teacher instruction.
- Schedule district coaching for Math and ELA to support instruction in the classroom along side our instructional coach.
- TSA and teaching fellows will continue to support students with Tier I and 2 interventions in reading/math.
- TK-6 grade pulls small group. TK-3 Grade teachers have been trained in Orton Gillingham Cullinan to pull tier 3 students during intervention in reading/math.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Aynesworth will hire additional teaching fellows to support more students through a pull out program to support intervention in reading and math. (G1A1)
- To motivate students: Celebrate student growth meeting Typical Growth or on/above grade level in all Iready diagnostics (G1A1)
- Provide Supplemental contracts to staff for Afterschool tutoring (G1A1)
- Continue to utilize ReflexMath as additional support in classrooms (G1A1)
- Continue to support in SEL and behavior issues with the Resource Counseling Assistants. (G3A1)
- Literacy Coach will push in to classrooms to work with students and teachers to implement the schoolwide writing plan every month "Superhero Plan". (G1A1)
- Begin implementation of the district initiative through the Sunnyside Regional Literacy Plan to have every student read by the end of the first grade. (G1A1)
- Continue schoolwide use of district platforms while using the 1:1 laptop to student ratio; Ooka Island, Scholastic, AR, ReflexMath, Tutor.com, Iready, HMH, and Lexia. (G1A1)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><p>The following information was shared with SSC:</p><ul style="list-style-type: none">• Ongoing communication between staff and SSC to keep parents updated on current levels.• Parents are notified when their children are receiving intervention services.• Parents will be engaged in student progress through progress reports quarterly during informational nights such as Back to School Night, parent/teacher conferences, and Open House.• Parents have opportunities to provide input through SSC, site, district ELAC meetings, parent coffee hours, and workshops. Refreshments and babysitting for meetings will be provided.• Home School Liaisons are an additional communication resource for parents through Parent Square and the Let's Talk! web tool.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Goals and actions were shared with ELAC.• ELAC gave input and suggestions in regards to improving parent engagement on site in regard to parent volunteers.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><p>Staff discussed the following information:</p><ul style="list-style-type: none">• While completing the site needs assessment forms, teachers asked clarifying questions and gave new ideas for each goal.• Staff gave input in regards in goals and actions during the SPSA meeting day. Staff discussed keeps, stops, and dreams in current goals and actions.</div>
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Action 1

Title: English Language Arts and Intervention

Action Details:

Aynesworth Elementary students will engage 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 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/Kinder assessment/BAS/Illuminate/CFAs/CSAs/IABs/Fluency assessments/ Edcite data/etc.).
- Aynesworth will implement an intervention plan supported by grade level PLC teams and support staff for a minimum of 45 minutes daily in grades K-6 (pull-out).
- The teachers will provide small group intervention lessons which will be determined by data gained through the PLC work of establishing essential standards to be taught and assessed regularly. This will result in the formation of intervention groups based on student needs (data).
- Teachers in grades K-6 will be supported by pull-out Teaching Fellows as teachers provide strategic reading instruction (to include strategies from Cullinan training in grades TK-3).
- California Teaching Fellows will assist K-6 students 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 TSA, who oversees the California Teaching Fellows, will provide reading intervention and support for students in grades K-6 during small group differentiated learning time (intervention block).
- Teachers in grades K-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.
- Student needs will be determined through analysis of iReady, Kinder Assessments, BAS, BPST, DIBELS and FSA assessments as well as teacher formative assessments (CFAs/CSAs/IABs).
- Teacher sub release time, materials, technology including class classroom monitors, computer programs such as AR, and supplies will be provided to support instruction and student learning in ELA. Additionally, academic incentives and awards/trophies will promote student learning and growth.

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
- Data chats and planning with Admin
- PLC agenda, minutes, and artifacts
- Teachers will enter student assessment data into Teams data page
- Teaching Fellow focus students progress reports
- EL re-designation and Monitoring reports

Owner(s):

Classroom Teachers
Literacy Coach
TSA
California Teaching Fellows
Instructional Leadership Team
Paraprofessionals
Principal
Vice Principal

Timeline:

August 2024 - June 2025
Fall and Spring
Monthly, Quarterly, and on-going as needed

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 and personnel will include, but are not limited to: Teaching Fellows, Implementation of GVC, Implementation of Personalized Learning Initiative (PLI), computers/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).
- Guided Reading and small group instruction
- Students in grades K-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 Teaching Fellows (at tiers 1,2,3) on a pull-out basis.
- An after school tutorial center will be provided for selected students to provide support and assistance with school work. Supplemental contracts will be provided for classified and certificated staff to assist students in the tutorial center and/or lunchtime Study Club.
- Students will receive additional support through software programs such as AR. Students will participate in AR incentivized reading.
- A supplemental writing resource such as **Writing Tools** will be provided to support the ELA and writing program in Wonders in grades K-6.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC English Language Arts. This subgroup is 92.3 points below standard and the score declined by 17.8 points from the 2022 SBAC results. In 2023, 40.6% (90 students) of the English Learner population did not make growth in the summative ELPAC assessment.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by focusing on building foundational literacy from Preschool - 1st grade. With the Title I funding, we are committed to hiring and training Teaching Fellows to support and expand the current RTI program. Title I funding will further support our English learners by providing additional resources in the classroom by the use of OG Cullinan strategies and online platforms Lexia and Ooka Island.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Using 7090/7091 funding, Aynsworth will support English Learners by purchasing online platforms like AR, Reflexmath, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning and other PL. And use the remainder of funds to fulfill the California Teaching Fellows contract.

4. As a site: What are planned actions to support English learner students?

- Designated ELD Time integrated into a protected daily timeframe in the daily schedule for every grade
- Academic discourse to assist English Learners in developing critical English language skills necessary for academic content learning in English.
- Small group instruction or smart grouping
- Visual supports
- Home School Liaison to support and communicate with parents
- Quarterly EL Learner progress monitoring
- Teacher/Student data chats Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- PLI implementation will provide individualized learning for EL students
- EL students will be identified by PLC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning.
- Materials and supplies and supplemental materials for EL students
- ELPAC Assessors
- Utilizing district platforms; Lexia
- Continue to have the After School EL tutoring with a California Teaching Fellow who support K-6 EL Students that have not re-designated yet.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in English Language Arts:

- English Learner 126 students: 92.3 points below standard.
- Socioeconomically disadvantaged 272 students: 78.7 points below standard.
- Students with disabilities 24 students : 171.8 points below standard

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by focusing on building foundational literacy from Preschool - 1st grade. With the Title I funding, we are committed to hiring and training Teaching Fellows to support and expand the current RTI program. Title I funding will further support our English learners by providing additional resources in the classroom by the use of OG Cullinan strategies and online platforms Lexia and Ooka Island.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Using 7090/7091 funding, Aynsworth will support English Learners by purchasing online platforms like AR, Reflexmath, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning, and other PL. And use the remainder of funds to fulfill the California Teaching Fellows contract.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students scoring below grade level in ELA will be provided RTI focused on gaps in literacy and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group.
- Aynsworth SST will support identified students with targeted support to increase academic motivation and growth.
- Materials will include, but are not limited to,: Teaching Fellows, Implementation of GVC, computers and technology/software programs, district and site licenses, leveled readers, Scholastic Magazine or other similar support resource material, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in ELA, and ELD.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Close Reading Strategies
- Guided Reading and small group instruction
- Students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted

- Implementation of the District Adopted Math Curriculum (GVC)
- Students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted math interventions.
- An after school tutorial center and/or lunch time study club will be provided to selected students to provide support and assistance with classwork or extra practice.
- Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial center.
- Students schoolwide will have access to software programs such as ReflexMath

reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.

- An after school tutorial center or lunchtime study club will be provided to selected students to provide support and assistance with school work in a smaller setting. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial center.

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/Lexia/ and Writing Tools
- Home school liaison support, teacher sub release time, materials, technology, and supplies will be provided to support instruction and student 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

- 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
- TSA intervention feedback
- Classroom walk-throughs
- Fall and Spring DRP scores
- ELPAC data analysis from previous year

Owner(s):

Classroom Teachers
Literacy Coach
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 receive daily integrated and designated ELD instruction.

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC English Language Arts. This subgroup is 92.3 points below standard and the score declined by 17.8 points from the 2022 SBAC results. In 2023, 40.6% (90 students) of the English Learner population did not make growth in the summative ELPAC assessment.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by focusing on building foundational literacy from Preschool - 1st grade. With the Title I funding, we are committed to hiring and training Teaching Fellows to support and expand the current RTI program. Title I funding will further support our English learners by providing additional resources in the classroom by the use of OG Cullinan strategies and online platforms Lexia and Ooka Island.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Using 7090/7091 funding, Aynesworth will support English Learners by purchasing online platforms like AR, Reflexmath, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning and other PL. And use the remainder of funds to fulfill the California Teaching Fellows contract.

4. As a site: What are planned actions to support English learner students?

- Designated ELD Time integrated into a protected daily timeframe in the daily schedule for every grade
- Academic discourse to assist English Learners in developing critical English language skills necessary for academic content learning in English.
- Small group instruction or smart grouping
- Visual supports
- Home School Liaison to support and communicate with parents
- Quarterly EL Learner progress monitoring
- Teacher/Student data chats Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- PLI implementation will provide individualized learning for EL students
- EL students will be identified by PLC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning.
- Materials and supplies and supplemental materials for EL students
- ELPAC Assessors
- Utilizing district platforms; Lexia
- Continue to have the After School EL tutoring with a California Teaching Fellow who support K-6 EL Students that have not re-designated yet.
- Implementation of the District Adopted Math Curriculum (GVC)
- Students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted math interventions.
- An after school tutorial center and/or lunch time study club will be provided to selected students to provide support and assistance with classwork or extra practice.
- Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial center.
- Students schoolwide will have access to software programs such as ReflexMath

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in English Language Arts:

- English Learner 126 students: 92.3 points below standard.
- Socioeconomically disadvantaged 272 students: 78.7 points below standard.
- Students with disabilities 24 students : 171.8 points below standard

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by focusing on building foundational literacy from Preschool - 1st grade. With the Title I funding, we are committed to hiring and training Teaching Fellows to support and expand the current RTI program. Title I funding will further support our English learners by providing additional resources in the classroom by the use of OG Cullinan strategies and online platforms Lexia and Ooka Island.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Using 7090/7091 funding, Aynesworth will support English Learners by purchasing online platforms like AR, Reflexmath, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning, and other PL. And use the remainder of funds to fulfill the California Teaching Fellows contract.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students scoring below grade level in ELA will be provided RTI focused on gaps in literacy and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group.
- Aynesworth SST will support identified students with targeted support to increase academic motivation and growth.
- Materials will include, but are not limited to; Teaching Fellows, Implementation of GVC, computers and technology/software programs, district and site licenses, leveled readers, Scholastic Magazine or other similar support resource material, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in ELA, and ELD.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Close Reading Strategies
- Guided Reading and small group instruction
- Students in grades K-6, 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 or lunchtime study club will be provided to selected students to provide support and assistance with school work in a smaller setting. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial center.

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).

- 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.
- 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 supporting lessons.
- Student needs will be determined by Spring and Fall 2023 data, using iReady, Kinder assessments, teacher formative assessments, and performance tasks in Math (CSAs/IABs/FIABs). Students will have access to additional math intervention support through computer integrated programs/software such as Reflex Math
- Teacher sub release time, materials, technology such as classroom monitors, and supplies will be provided to support instruction and student learning in math. Additionally, academic incentives and awards/trophies will promote student learning and growth.

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 lessons and diagnostic results three times a year in K-6
- TK/K FSA
- SBAC Results (grades 3-6, classroom and sitewide)
- GoMath Weekly & End of Chapter Assessments
- Grade Level CFA's (IAB's/FIAB's) grades 3-6. Teachers will enter student assessment data into Teams data page
- Data chats, goal setting, and planning with Admin
- Informal classroom observations, providing high-leverage feedback to support instruction
- Iready personalized lessons (all grades)
- Reflex Math & Frax to build math Fluency (grades K-6)
- PLC agenda, minutes, artifacts
- Monthly SST meetings for identified students

Owner(s):

Classroom Teachers
TSA
Instructional Leadership Team
Paraprofessionals
Principal
Vice Principal

Timeline:

August 2024 - June 2025
Fall and Spring
Monthly, Quarterly, and on-going as needed
Daily/Weekly on going CFA's
GoMath Weekly, quarterly, and End of Chapter Assessments
FSA Benchmarks Results
SBAC (yearly)

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

- Students scoring below grade level in Math will have small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by the certificated staff. Materials/Personnel will include but are not limited to: Implementation of GVC, tablets and technology, district and site licenses, supplemental math program such as but not limited to Reflex, Iready, graphics services, paper, pencils, classroom supplies.
- Supplementary Contracts for Certificated & Classified (Tutoring)
- Substitutes for montjly SST meetings & IEP Meetings
- Implementation of the District Adopted Language Arts Curriculum (GVC)
- Small group instruction in the classroom

- An after school tutorial center or lunch time study club 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 center.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of SBAC Mathematics. This subgroup is 103.3 points below standard and the score declined by .1 point from the 2022 SBAC results.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by focusing on building foundational Mathematic skills in K-6th grade. Students scoring below grade level in Math will have small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers. With the Title I Funding will, we are committed to purchasing materials will include but are not limited to computers and technology/software for example, Reflex Math, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in Math.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Using 7090/7091 funding, Aynesworth will support English Learners by purchasing online platforms like AR, Reflex math, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning and other PL.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Designated ELD Time integrated into a protected daily timeframe in the daily schedule for every grade
- Academic discourse to assist English Learners in developing critical English language skills necessary for academic content learning in English.
- Small group instruction or smart grouping
- Visual supports
- Home School Liaison to support and communicate with parents
- Quarterly EL Learner progress monitoring
- Teacher/Student data chats Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- PLI implementation will provide individualized learning for EL students
- EL students will be identified by PLC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning.
- Materials and supplies and supplemental materials for EL students
- ELPAC Assessors
- Utilizing district platforms; Lexia
- Continue to have the After School EL tutoring with a California Teaching Fellow who support K-6 EL Students that have not re-designated yet.
- Implementation of the District Adopted Math Curriculum (GVC)
- Students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted math interventions.
- An after school tutorial center and/or lunch time study club will be provided to selected students to provide support and assistance with classwork or extra practice.
- Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The following student groups performed at the lowest levels in Mathematics:

- English Learner 126 students: 103.3 points below standard.
- Socioeconomically disadvantaged 272 students: 90.9 points below standard.
- Students with disabilities 24 students : 169.3 points below standard

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support these groups by focusing on building foundational Mathematic skills in K-6th grade. Students scoring below grade level in Math will have small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers. With the Title I Funding will, we are committed to purchasing materials will include but are not limited to computers and technology/software for example, Reflex Math, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in Math.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Using 7090/7091 funding, Aynesworth will support these groups by purchasing online platforms like AR, Reflex math, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning and other PL.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- professional learning opportunities that focus on teacher clarity, improve student foundational math skills, and continue to build student engagement
- Implementation of the District Adopted Math Curriculum (GVC)
- Students in grades K-6, scoring significantly below established benchmarks, will be provided with targeted math interventions.
- An after school tutorial center and/or lunch time study club will be provided to selected students to provide support and assistance with classwork or extra practice.
- Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial center.
- Students schoolwide will have access to software programs such as Reflex Math

center.

- Students schoolwide will have access to software programs such as Reflex Math

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers to tutor students. *No IEPs*	15,591.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Intervention	34,858.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books & reference materials- AR, Studies Weekly	10,387.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for SST/IEP	4,672.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	94,282.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,732.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maint	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Program and PL costs - Write Tools	12,193.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	12,260.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	1.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	49,878.00
G1A3	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Software program costs- Reflex Math	4,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	1,000.00

\$253,522.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.09 %	83.9 %	2023-2024	85 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined Action

Aynesworth focuses on providing real- world experiences to students through support from the College and Career Readiness dept. Students are offered opportunities to experience activities and attend field trips throughout Fresno to explore career options.

In the Fall Climate & Culture Survey, there was a disconnect between the student subgroup and the adult subgroups (Staff & Family) when responding to the following questions:

1. "My school teaches lessons in ways that connect to my life".
 - Students: 78% favorable
 - Staff: 79% favorable
 - Families: 86% favorable
1. "Students at this school are prepared for life with real-world experiences".
 - Students: 85% favorable
 - Staff: 69% favorable
 - Families: 79% favorable
- Current After school program to assist with tutoring after-school with enrichment activities
 - Opportunities for all grade levels to attend field trips that enrich students learning experience and attend activities such as Peach Blossom.
 - Kinder- 2nd grade Field trips (Fresno Art Museum, Zoo, and Fresno Ballet) and community workers/speakers
 - Exposure to Enrichment in 3rd grade: Brix for Kids experiences and field trips opportunities.
 - Exposure to learning experiences in 4th-5th grade: Field trips and community workers speakers
 - Exposure to learning experiences and Careers in 6th grade: Field trips, camp experience middle school transition chats with counselors to map out career paths through Xello and speakers about careers opportunities.

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

- Limited staff to offer club opportunities (after school)
- Limited staff to offer sports opportunities (after school)
- Limited parent interest in attending offsite field trips
- Elementary athletics available only to 4th-6th grade students.
- Band/Strings only available to 5th-6th grade students.
- The school does not receive a signed permission slip from parents/guardians.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Staff will provide students Kindergarten through 6th grade with a variety of opportunities to explore real-world learning experiences and competencies for workplace success for all students. Clubs and after-school enrichment activities were left unfulfilled due to compensation being a stipend versus a supplemental rate. Teachers did not see compensatory value in time spent on activity compared to what they were paid.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Cultivate community partners to support service-learning projects, facilitate community leaders to become guest speakers to share their expertise at career fairs, family events and other school career events.
- Grade level PLCs will also work to support this work as needed.
- Encourage student to participate in site clubs, activities and events.
- Recruiting students grades 4th-6th to participate in athletics
- Aynesworth will partner with the After School Program to provide students with real-world learning experiences.
- After School Program students will continue to experience daily Enrichment rotations from selected outside vendors.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><ul style="list-style-type: none">• Ongoing communication between staff and SSC to keep parents updated on current levels.• Parents are notified when their children are receiving intervention services.• Parents will be engaged in student progress through progress reports quarterly during informational nights such as Back to School Night, parent/teacher conferences, and Open House.• Parents have opportunities to provide input through SSC, site, district ELAC meetings, parent coffee hours, and workshops. Refreshments and babysitting for meetings will be provided.• Home School Liaisons are an additional communication resource for parents through Parent Square and the Let's Talk! web tool.</div>	<div><div>2</div><div>ELAC:</div></div> <div><ul style="list-style-type: none">• Goals and actions were shared with ELAC.• ELAC gave input and suggestions in regard to improving parent engagement on site in regard to parent volunteers.</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff discussed the following information:</p><ul style="list-style-type: none">• While completing the site needs assessment forms, teachers asked clarifying questions and gave new ideas for each goal.• Staff gave input in regards in goals and actions during the SPSA meeting day. Staff discussed keeps, stops, and dreams in current goals and actions.</div>
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Action 1

Title: Goal 2 Real- World Learning and Cultural Awareness

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. Aynesworth believes that it is imperative to create and provide opportunities for students to be exposed to a variety of real-world experiences using real-world experiences. By partnering with the After School Program, more students will have a greater opportunity for exposure to real-world experiences through offering clubs and other engagement activities immediately following the end of the school day. Additionally, Aynesworth will use the Prop 28 VAPA personnel funding to hire outside vendors to teach students and staff a variety of art activities . Students will have the opportunity to learn different styles through art elements embedded within the school day.

- Opportunities will be offered at least once a semester for a period of 4 -6 weeks.
- Teacher/classified extra time/contracts, materials, technology , and supplies will be provided to support student engagement in the arts, activities, and athletics.

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	Owner(s):	Timeline:
<ul style="list-style-type: none">• Enter names of students participating in activities onto ATLAS quarterly• Assemblies with Guest Speakers and Volunteers (academic/enrichment focus)• Participation and attendance in Schoolwide activities• Monitor student attendance• Field trip participation: College and Career Readiness trips + Enrichment trips• Walk-through data from Admin team• After school program participation and attendance rates: Clubs/tutoring and other student opportunities to enrich student experiences during and after school.• Student and Parent Climate & Culture Surveys data from Panorama• PLC agendas and minutes	<div>Classroom Teachers</div> <div>Instructional Leadership Team</div> <div>Admin Team</div> <div>ASP Team</div>	<div>Daily</div> <div>Quarterly</div> <div>Yearly</div>

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

- Home School Liaisons (Spanish)/Resource Counseling Assistant
- Academic Coaches
- Certificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubs
- SST
- Translators (Spanish, Hmong, ASL), supported by the online platform Propio
- After-School Program Staff
- Extended Learning Coordinator, After School Lead, After School Paraeducators, Teaching Fellows, Out-of-District Enrichment Vendors
- 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 (for TK/K sight word shirts and pizza parties will be incentives for learning), athletic equipment and supplies.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learners have historically scored in the lower areas of all subgroups. To address this, EL's will be a focus population to be enrolled in the After School Program. This will support academic progress and provide enrichment activities for this subgroup.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Title I funding will support the EL population with a Teaching Fellow dedicated to supporting the EL student population with building academic language.

3. As a site: What are planned actions to support English learner student group?

Aynesworth is committed to providing opportunities for families to positively engage in the school experience.

- Awards and incentives will be used to recognize student achievement along the ELD Proficiency Level
- Continuum including a recognition dinner for those students being redesignated.
- Translators (Spanish, Hmong, ASL) through Propio
- Bilingual Resources for Parents
- Home School Liaison (Spanish)
- Culturally diverse engagement clubs
- SST process to identify other support services with suggestions that may have been exhausted
- Reading, writing, listening and speaking opportunities will be embedded in all activities to provide opportunities for EL students to practice these skills.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

English Learners have historically scored in the lower areas of all subgroups. To address this, EL's will be a focus population to be enrolled in the After School Program. This will support academic progress and provide enrichment activities for this subgroup.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English learner students by focusing on building foundational literacy from Preschool - 1st grade. With the Title I funding, we are committed to hiring and training Teaching Fellows to support and expand the current RTI program. Title I funding will further support our English learners by providing additional resources in the classroom by the use of OG Cullinan strategies and online platforms Lexia and Ooka Island.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Using 7090/7091 funding, Aynesworth will support English Learners by purchasing online platforms like AR, Reflex math, and Write tools for all grade levels. We will give teachers sub release time for EL planning, intervention planning, and other PL. Additionally create POs for parent involvement meetings and provide additional funding for classified staff servings as interpreters during meetings.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students who ride the bus and are out of the area will need support and encouragement to participate in extra curricular activities outside the instructional day.
- Students with Disabilities will have the same opportunities to participate in all extra-curricular activities.
- School Psychologist social-emotional support for students in need.
- Aynesworth SST will support identified students with targeted support to increase academic motivation and growth.
- Materials will include, but are not limited to Teaching Fellows, Implementation of GVC, computers and technology/software programs, district and site licenses, leveled readers, Scholastic Magazine or other similar support resource material, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in ELA, and ELD.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Students in subgroups such as EL, SPED, Foster Youth, and African American, will receive a special invitation to participate in Clubs, Field Trips, and Transitional Counselor Chat events.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		23.1 %	2023-2024	22.5 %
Suspension Rate - Semester 1	✓	1.66 %	0.4 %	2023-2024	0.07 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Site will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. These will support student engagement:
- In Tier 1, guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students.
 - In Tier 2, we will continue implementing the Panther Room for students to receive social skill support by the Resource Counseling Assistant.
 - In Tier 3, students will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.
 - Funding RCA to help keep kids connected and offer a caring adult for a cool down room with emphasis on students in significant subgroups. Materials and supplies for the panther room to support social skills
 - School psychologist to support our Tier 2 and Tier 3 students with counseling services.
 - Home School Liaisons conduct home visits of students who have excessive absences to schedule conferences with counselors, admin and teachers to provide interventions for students and their families.
 - Parent coffee hours and workshops utilized to discuss absences and how they affect students on their path to graduation.
 - Behavior Expectations Assemblies presented by Administration every quarter to go over site rules and norms.
 - CSA is district provided to the site

Chronic Absenteeism:

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

- Inconsistent implementation of class meetings and Second Step Curriculum.
- Being short staffed on site and in the region in regard to support staff (CWAS, Social worker, Tier 2 specialist, RCA)
- Continued to struggle with a high absenteeism rate. Despite returning to pre-pandemic attendance expectations, families have been slow to respond to the expectation that students must be at school on time and ready to learn every day.
- SARB Process/Court Hearings are not consistent
- To offset these suspend able behaviors, SST has utilizing the Resource Counseling Assistants (RCA), and Restorative Practices (RP) counselor in developing interventions in supporting these students to try to minimize the behaviors that can lead to suspension.

- Office Assistant will reach out to parents to verify daily absenteeism
- Student of the Month awards (Kind Kid)
- Spirit wear for all students and staff to build a sense of belonging
- Atlas attendance and behavior reports were used by SST to identify students at risk [academically/behaviorally/ socially]
- Home School Liaison (HSL) communication [phone calls and home visits] to support students identified as Truancy Level 2
- Mailer communication was distributed to students identified as Truancy Level 2. These identified families met with office staff to verify reasons for missed school days
- HSL will collaborate with the Regional Child Welfare Attendance Specialist (CWAS) to identify Truancy Level 3 students and determine the interventions provided to improve attendance, attempted communication with family, and identify families to bring forward to the State Attendance Review Board.

Suspension Rate:

Aynesworth has a foundational intervention system that will strengthen students' sense of belonging and establishing a lower suspension rate. Our current process is as follows:

- Re-entry meetings, with Vice Principal or Principal when possible, parents/families, student, and the RP Counselor
- Monthly Kind Kid and Superkid celebrations for students with no misbehaviors and no suspensions
- Tier II students were identified by SST. From there the SST brings the student of concern to identify appropriate SEL-based interventions to diminish the misbehaviors and the suspension rate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Provide ongoing professional learning for Climate Culture Team in support of school goals in alignment with Safe and Civil rubric.

Baseline supply allocation and ongoing support in organization and academic support.

Site has one part-time and one full-time Home School Liaisons who work with families of chronically absent students.

There is a live monitoring tool to document attendance interventions filled by the attendance clerk and monthly attendance meetings with parent/guardians to problem solve solutions.

Teachers monitor attendance and a perfect attendance award is given each quarter.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Further developing the MTSS model and recently hired RCAs in response to addressing the growing Social-Emotional Learning (SEL) needs of our students. The RCAs will work in tandem with the RP Counselor and will support students expressing Tier 2 and 3 SEL needs. The RCA and RP will become the drivers of the SST, managing the caseloads and sharing the Team's goals and actions to support students who have been recommended to SST by teachers and staff.
- Continue to build on the relationship we are developing with our Climate and Culture Specialist to improve Tier I structures in the classrooms and on the school site. Monthly CCT meetings will focus on building a sense of belonging and safety on campus, focusing on Tier I structures.

- Student incentives for Academics: quarterly incentives. Student incentives
- Schoolwide fidelity of implementation of Second Step and Morning Meetings as foundation.
- Purchase of school spirit T-shirts for every student to increase school connectedness.
- RP Counselor will push in to classrooms to support in SEL lessons with teachers. Peacemaker club will assist in class meeting circles.
- Aynesworth will monitor daily attendance of all classrooms with a specific focus on students who are chronic. Parent meetings to clarify absences will provide recovery for both "Excused" and "Unexcused" absences.
- Personal phone calls: Administration and support staff will monitor students who are considered "manageable" and within the 90.0-94.9% range to ensure they do not become Chronic or Severely Chronic.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>The following information was shared with SSC:<ul style="list-style-type: none">• Ongoing communication between staff and SSC to keep parents updated on current levels.• Parents are notified when their children are receiving intervention services.• Parents will be engaged in student progress through progress reports quarterly during informational nights such as Back to School Night, parent/teacher conferences, and Open House.• Parents have opportunities to provide input through SSC, site, district ELAC meetings, parent coffee hours, and workshops. Refreshments and babysitting for meetings will be provided.• Home School Liaisons are an additional communication resource for parents through Parent Square and the Let's Talk! web tool.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Goals and actions were shared with ELAC.• ELAC gave input and suggestions regarding improving parent engagement on site in regard to parent volunteers.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Staff discussed the following information:<ul style="list-style-type: none">• While completing the site needs assessment forms, teachers asked clarifying questions and gave new ideas for each goal.• Staff gave input in regards in goals and actions during the SPSA meeting day. Staff discussed keeps, stops, and dreams in current goals and actions.</div>
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Action 1

Title: Student Engagement, 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 provided SEL counseling support. Half- time Resource Counseling Assistance will supervise the panther room for students 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 facilitate student engagement and support students to help eliminate barriers to school connection and learning.
- Extra classified/NTA time, materials, technology, and supplies will be provided to support student engagement and connections.
- Supplies/funds will also support the implementation of anti-bullying activities and cultural enrichment activities that promote student engagement and connections at school.

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.
- Fall and Spring Climate & Culture Surveys
- Home School Liaisons will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Fully implement Restorative Practices
- Weekly class meetings, restorative chats, restorative conferences, and affirmative statements will be implemented
- Progress monitoring for SEL fidelity with walkthroughs, feedback, and reflective conversations
- Student Success Team Meeting Referrals
- One full time Resource Counseling Assistant to provide SEL counseling support to all students
- One part time Resource Counseling Assistant to support Restorative Practices

Owner(s):

- Principal
- Vice Principal
- TSA
- Certificated staff
- Resource Counseling Assistant

Timeline:

- August 2024 - June 2025
- 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 Home School Liaisons (1 part time and 1 full time)
- NTA training/support
- Office Manager and Admin plan appropriate budget allocation and vendor payment
- Classified extra time/NTA time to increase safety (radios/safety equipment included)
- 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 include PLI implementation)
- Materials/Supplies/Technology/Software: Technology, equipment, and classroom materials/supplies to include the purchase of additional tablets/computers, 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.
- Funding RCA to help keep kids connected and offer a caring adult for a cool down room with emphasis on students in significant subgroups.
- RP Counselor & School psychologist to support our Tier 2 and Tier 3 students with counseling services.
- Subs for SST meetings
- Schoolwide incentive- Panther Tickets to allow students to exchange for prizes in the student store.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify English learner students in Red and all the areas that they are identified in.

Aynesworth currently does not have English learners in red in either chronic absenteeism and suspension rates. The subgroup is currently at:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Aynesworth currently does not have any subgroups in red in either chronic absenteeism and suspension

Chronic absenteeism: Yellow = 18.5%, 233 students
Suspension rate: Green = 1.3%, 234 students

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to seek greater parent involvement, using the Parent Engagement funding source. Additionally, we will develop meeting protocols to inform parents about the current interventions offered by Aynsworth and how it can improve student performance outcomes.

3. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Monitor EL student population for chronic and severe chronic absenteeism rate,
- Participation and attendance rates for Goal 2 activities.
- Monitor Extended Library Learning Opportunities for English Language Learners to keep on track to meet anticipated Re-designation date.
- SST will identify EL students with chronic absences and misbehaviors. Student site support services meeting goals will be recognized and celebrated, including students meeting identified goals for improvement (attendance/behavior).
- Bilingual Resources for parents of ELL students
- Communications in Primary Language
- Home School Liaisons/Translators (Hmong, Spanish, ASL, etc.)
- SST Support (including SST)

rates. The subgroup is currently at:

- Students with disabilities- Orange = 36.7%, 49 students
- Socioeconomically disadvantaged- Yellow = 29.4%, 523 students
- English Learners - Yellow = 18.5%, 233 students

Aynsworth currently does not have any subgroups in red in either chronic absenteeism and suspension rates. The subgroup is currently at:

- Students with disabilities- Yellow = 4.1%, 49 students
- Socioeconomically disadvantaged- Orange = 3.3%, 538 students

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to seek greater parent involvement, using the Parent Engagement funding source. Additionally, we will develop meeting protocols to inform parents about the current interventions offered by Aynsworth and how it can improve student performance outcomes.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL, SPED, Foster Youth, and African American students will receive special consideration and invitation to participate. RCA and HSL 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
- SST will identify students with chronic absences and misbehaviors. Student site support services meeting goals will be recognized and celebrated, including students meeting identified goals for improvement (attendance/behavior).
- All students are eligible to attend the After School Program, a State grant-funded program to provide enrichment activities through daily rotations. These rotations include homework/academic assistance, SEL, enrichment (provided by outside vendors), and PE.
- Students with Disabilities are provided the same SEL exposure and are included on SST caseload when needed.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		60,527.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,359.00

\$75,886.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	89.87 %	76 %	2023-2024	77.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined Action- **Increase Sense of Belonging**
The Climate & Culture Team developed a goal to reach 85% in the Fall 2023 Climate & Culture Survey but surpassed the goal with a 94% approval rating in the Organizational Environment domain.

- Focus on ensuring all staff members on the school site and those who come to support the site (vendors, Maintenance, etc.) feel welcome and appreciated by everyone.
- Committed to recruiting and retaining a diverse work force to represent the student population.
- Accept differing viewpoints and perspectives for implementing plans center in learning and knowledge.
- Campus Climate: Culture and Climate team works together to build a school environment that is perceived inclusive to all people for staff members to feel safe and comfortable in all their positions.
- Staff Appreciation Events: Provide celebrations, good-things, and staff recognition for staff at the beginning of every Professional Learning.
- Increase in activities and connections for staff at school and outside of school such as staff social hour.
- Common formative and summative assessments (formal and informal)
- Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning. Supplemental Contracts and/or sub release time for Grade Level teams.
- Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts.
- Teachers will be trained on how to utilize these standards to support access for ELs to the Common Core Literacy standards and build Academic Language Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as sentence frames and sentence starters.
- Current Re-designation Criteria and interpretation of criteria data District led professional learning tied to Guaranteed Viable Curriculum.

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

Being short staffed did not allow for opportunities to expand.

The possibility of a looming teacher work stoppage did bring some tension and uncertainty among staff in the fall semester.

- Provide professional learning opportunities for school staff: district, site and additional training around literacy to support in the literacy regional plan that is guided through the district initiative.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Allocating resources and support for intervention (PL support, funds for conferences/guest speakers).
- Incentives for EL targeted support Staff Professional Learning around equity of grading and assessing work through PLC's.
- Staff professional learning around standard planning and backwards mapping by Literacy Coach.
- Provide extra meeting times with support staff and paraprofessionals to work on team building and collective understanding of behavior and management strategies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Increase in activities and connections for staff at school and outside of school. (ex. staff social hour each month).
- Staff will engage in relationship building during staff meetings.
- Professional development to help understand one another, orient new staff, and develop culturally proficient skills.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The following information was shared with SSC:

- Ongoing communication between staff and SSC to keep parents updated on current levels.
- Parents are notified when their children are receiving intervention services.
- Parents will be engaged in student progress through progress reports quarterly during informational nights such as Back to School Night, parent/teacher conferences, and Open House.
- Parents have opportunities to provide input through SSC, site, district ELAC meetings, parent coffee hours, and workshops. Refreshments and babysitting for meetings will be provided.
- Home School Liaisons are an additional communication resource for parents through Parent Square and the Let's

2 ELAC:

- Goals and actions were shared with ELAC.
- ELAC gave input and suggestions regarding improving parent engagement on site in regard to parent volunteers.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff discussed the following information:

- While completing the site needs assessment forms, teachers asked clarifying questions and gave new ideas for each goal.
- Staff gave input in regards in goals and actions during the SPSA meeting day. Staff discussed keeps, stops, and dreams in current goals and actions.

Talk! web tool.

Action 1

Title: Team building and Group/Staff Cohesion

Action Details:

- The Climate Culture Team (CCT) and administration will ensure that staff have opportunities to engage with staff across grades and job types during duty hours and during optional, non-duty hours events in service of building mutual understanding, providing positive feedback, and developing a sense of belonging.
- Staff will engage in group team building activities that promote group cohesion and the retention/recruitment of diverse staff members.
- Materials/supplies such as professional reading texts will be provided to support team building activities.
- Communication among all staff will be improved through the weekly e-mails from administration with highlights of the week, along with activities for the next week.
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Food items for staff professional learning.
- Supplemental contracts for Classified staff for special projects.
- Yearly review of the staff handbook with the staff.

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

Staff Surveys will monitor progress

Owner(s):

Admin

TSA

Lit Coach

PLCs/Staff

Timeline:

Aug. 2024- June 2025

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

- Sub time and PL
- Materials/supplies such as professional reading texts will be provided to support team building activities.
- Communication among all staff will be improved through the weekly e-mails from administration with highlights of the week, along with activities for the next week.
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Food items for staff professional learning.
- Supplemental contracts for Classified staff for special projects.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

PLC work will focus on SEL support and group cohesion activities such as cultural proficiency and sel support for EL student learners

PLC work will focus on SEL support and group cohesion activities such as cultural proficiency and sel support for struggling/low-performing students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Actions to improve school climate & culture/ staff celebrations	10,000.00

\$10,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.88 %	76.8 %	2023-2024	77.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

To create an environment that makes parents feel welcomed and respected, Aynesworth will provide several opportunities to involve parents in activities and events that will include them in their students' school experiences:

- Back to School Night
- Parent Teacher Conferences
- Open House
- Parent Engagement meetings
- Parent volunteers in the classroom
- Parent chaperones for field trips
- SST and IEP meetings
- SSC and ELAC meetings

• Family Goal - Site Defined Action Aynesworth will make every effort to seek input from all parents and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of all students. Implementation

• Talent Show: Parent Participation Parent volunteers are invited to practice and perform a dance number in front of all the student population and along with other students.

• Parent engagement: ELAC, SSC, Coffee Chat meeting reminders/agenda's for all meetings will be posted at least three days in advanced.

• Calls will be conducted to invite parents to participate Family Literacy Nights and School Dances by utilizing Parent Square and Let's Talk online Tool.

• The school will create flyers to post outside school and calls are conducted to invite all parents to participate.

2

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

Disproportionality may exist due to a continued inability to consistently connect with parents/families of chronically absent students- the site will continue to push for outreach and provide support to families as needed.

Events are planned at an earlier time (teacher work hours constrict) and do not allow for working families to be involved.

Being short staffed limited opportunities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Parents are still getting reacquainted with being involved in school activities, post-pandemic
- Parent University was not available for instructional units this year
- Back to School and Open House Nights provide opportunities for parents to learn about extra curricular opportunities, connect with coaches and teachers, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed.
- Utilizing district initiative Parent Square, Let's Talk Tool and ClassDojo to reach out to parents for weekly engagements on campus.
- ClassDojo is used both as a site and by individual teachers to keep parents informed of specific events and upcoming recruiting periods for sports and clubs.
- Efforts focused on improving communication with parents via new district wide communication tools.
- Teachers continue to use ATLAS Messenger.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- To continue rebuilding parent involvement at Aynesworth, the following measures will be taken:
- Increasing in-person communication with parents at dismissal time to build a parent community base
 - Increasing teacher-parent communication systems to ensure consistent communication is made regarding student progress
 - Continue to increase parent opportunities for parent involvement and participation
 - POs and Nutrition Services contracts will be created and used to provide materials, supplies, and refreshments for these meetings
 - Reconfiguring contact expectations for Home School Liaisons.
 - Intense focus with parent outreach.
 - Additional support through school-wide Parent Square App.
 - Increased messaging regarding school programs aligning on the school website through the Let's Talk! tool.
 - Additional parent supports on campus.
 - Add funds to pay for extra pay contracts to sponsor activities.
 - School wide agreement with parent input to using Parent Square and Propio (district resource for translating services)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>The following information was shared with SSC:</p><ul style="list-style-type: none">• Ongoing communication between staff and SSC to keep parents updated on current levels.• Parents are notified when their children are receiving intervention services.• Parents will be engaged in student progress through</div>	<div><div>2</div><div>ELAC:</div></div> <div><ul style="list-style-type: none">• Goals and actions were shared with ELAC.• ELAC gave input and suggestions regarding improving parent engagement on site in regard to parent volunteers.</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff discussed the following information:</p><ul style="list-style-type: none">• While completing the site needs assessment forms, teachers asked clarifying questions and gave new ideas for each goal.• Staff gave input in regards in goals and actions during the SPSA meeting day. Staff discussed keeps, stops, and</div>
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progress reports quarterly during informational nights such as Back to School Night, parent/teacher conferences, and Open House.

- Parents have opportunities to provide input through SSC, site, district ELAC meetings, parent coffee hours, and workshops. Refreshments and babysitting for meetings will be provided.
- Home School Liaisons are an additional communication resource for parents through Parent Square and the Let's Talk! web tool.

dreams in current goals and actions.

Action 1

Title: Student Academic/SEL Support & Inclusive Family Opptys

Action Details:

Aynsworth will support the social emotional health and well-being of students and increase inclusive opportunities for families to engage in their students' education.

- One full time Resource Counseling Assistant will provided SEL counseling support to students to promote behavioral success & school connectedness.
- RCA will additionally provide support and resources to families to support student SEL growth.
- One part-time and one full time Home School Liaisons will support home-school communication to provide support and resources that increase inclusive opportunities for families.
- 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 and to support inclusive opportunities for families to engage in their students' education and social emotional well-being.
- 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 in collaboration with parents/families. HSLs, RCAs, classified/certificated extra time, materials, technology, and supplies such as refreshments or incentives will be provided to support SEL and inclusive family opportunities.
- Provide parents with Family Literacy Nights with focus on learning and doing strategies in reading and math with support from classroom teachers, Instructional coach, TSA, and FUSD resources.
- HSL's present monthly Family Engagement trainings (Reading strategies at home, Fresno State Bulldog Bound, and importance of attendance)

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Reflect on high needs students at the beginning of the year with teachers
- Set SEL goals for each student with the Superhero Plan
- 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 referrals are accepted from Q2 until the end of Q3.

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 RCAs

Communication 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, translation services and other incentives.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating, babysitting, Food for meetings, parent participation activities + G1A2.	131.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supps for parent participation G1A2 as well. *No Food/No Incentives*	2,398.00
G5A1	LCFF: EL	Instruction	Teacher-Subs			SSTs/IEPs	15,981.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		23,832.00

\$42,342.00

2024-2025 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			Supplemental contracts for teachers to tutor students. *No IEPs*	15,591.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Intervention	34,858.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books & reference materials- AR, Studies Weekly	10,387.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for SST/IEP	4,672.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	94,282.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,732.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maint	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Program and PL costs - Write Tools	12,193.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	12,260.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	1.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	49,878.00
G1A3	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Software program costs- Reflex Math	4,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	1,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		60,527.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		15,359.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Actions to improve school climate & culture/ staff celebrations	10,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating, babysitting, Food for meetings, parent participation activities + G1A2.	131.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supps for parent participation G1A2 as well. *No Food/No Incentives*	2,398.00
G5A1	LCFF: EL	Instruction	Teacher-Subs			SSTs/IEPs	15,981.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		23,832.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,365.00
Sup & Conc	7090	\$212,433.00
LCFF: EL	7091	\$101,952.00
Grand Total		\$381,750.00

\$381,750.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$253,522.00
G3 - Increase student engagement in their school and community	\$75,886.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$10,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$42,342.00
Grand Total	\$381,750.00