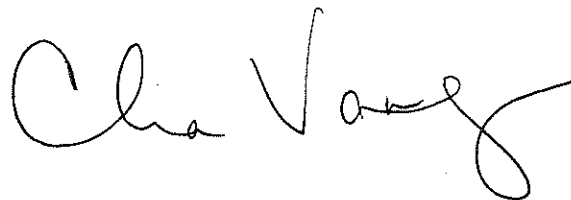


Aynesworth Elementary

10621666006076

Principal's Name: Cha Vang

Principal's Signature:

A handwritten signature in black ink that reads "Cha Vang". The signature is written in a cursive style with a large initial "C" and a long, sweeping tail on the "g".

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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	
<p>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.</p>	
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

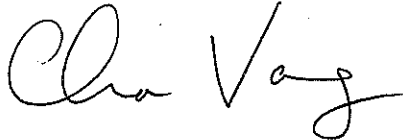

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cha Vang	X				
2. Chairperson – Ms. Storie				X	
3. Staff Member- Mr. Rocca		X			
4. Staff Member-Mr. Lemus		X			
5. Staff Member-Ms. Phillips		X			
6. Staff Member-Ms. Rios			X		
7. Parent Member-Ms. Luna				X	
8. Parent Member-Ms. Rodrigues				X	
9. Parent Member- Ms. Cabera					
10. Parent Member- Ms. Hernandez					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Aynesworth			
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	Ms. Vang		2/8/22
SSC Chairperson	Ms. Storie		4/8/22

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 2022/23

Aynesworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$58,851 *
7090	LCFF Supplemental & Concentration	\$199,176
7091	LCFF for English Learners	\$90,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$108,876</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$456,903

* 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	\$2,012
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,839</u>
	Total Title I Allocation	\$58,851

Aynesworth Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		22.7 %	2021-2022	23.8 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		10.11 %	2021-2022	11.21 %

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.

We implemented Action #1: 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 such as CAASPP, iReady, KAIQ, BAS, Illuminate, CFAs, CSAs, IABs, and Fluency assessments. Aynesworth will implement an intervention plan, by grade level PLC teams, utilizing Certificated Tutors, California Teaching Fellows, Paraprofessionals and/or TSA, for a minimum of 45 minutes daily in grades K-6. The teacher will provide small intervention lessons which will be determined through the PLC work of establishing essential standards to be taught and assessed regularly, resulting in the formation of intervention groups based on student needs. Unfortunately with the high number of student/staff absences due to health (covid) issues- we feel that our implementation of this action was not consistently impacting students, therefore, student learning did not improve as much as we projected. Implementation of this action was also not as consistent due to the fact that our CT had to cover classrooms and many of our teaching fellows were out due to health issues as well.

We implemented Action #2: Aynesworth Elementary school will continue to implement intervention supports

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

With the high number of student/staff absences due to health (covid) issues- we feel that our implementation of this action was not consistently impacting students, therefore, student learning did not improve as much as we projected in every sub group of our students.

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. Unfortunately with the high number of student/staff absences due to health (covid) issues- we feel that our implementation of this action was not consistently impacting students, therefore, EL student learning did not improve as much as we projected.

We implemented Action #3: 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. Aynesworth will implement an intervention plan, by grade level/PLC team, utilizing a Certificated Tutor, California Teaching Fellows, Paraprofessionals and/or TSA, for a minimum of 45 minutes daily in grades K-6. The teacher will provide small group intervention lessons which will be determined through the PLC work of establishing essential standards to be taught and assessed regularly, resulting in the formation of intervention groups. Unfortunately with the high number of student/staff absences due to health (covid) issues- we feel that our implementation of this action was not consistently impacting students, therefore, student learning did not improve as much as we projected. Implementation of this action was also not as consistent due to the fact that our CT had to cover classrooms and many of our teaching fellows were out due to health issues as well.

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).

This year we implemented all three actions as intended but due to health issues (covid) and high absences of students/staff, we believe that our implemented actions did not fully impact student learning as intended. We plan to fully implement these actions again next year with added emphasis on consistency to ensure that all teachers are present to support and all students are present to benefit from program implementation.

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 2022-23 SPSA.

We will keep the same actions but will ensure consistency of implementation and student access to academic support next year

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

1 SSC:

Our SSC agrees that our actions are sound and should be in place again next year for full and consistent implementation

2 ELAC:

Our ELAC agrees that our actions are sound and should be in place again next year for full and consistent implementation

3 Staff:

Our staff agrees that our actions are sound and should be in place again next year for full and consistent implementation

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, by grade level PLC teams, utilizing Certificated Tutors, California Teaching Fellows, Paraprofessionals and/or TSA for a minimum of 45 minutes daily in grades K-6. The teacher will provide small intervention lessons which will be determined through the PLC work of establishing essential standards to be taught and assessed regularly, resulting in the formation of intervention groups based on student needs. Teachers in grades K-3 will be supported by push-in Teaching Fellows as teachers provide strategic reading instruction (to include strategies from Cullinan training). California Teaching Fellows will assist K-3 teachers with foundational skill building activities and supplemental intervention for students needing extra support (ELs, struggling readers, SPED, Foster Youth, and African American sub groups). The Certificated Tutor will provide reading intervention and support for students in grades 4-6 during small group differentiated learning time (intervention block). Teachers in grades 4-6 will use student assessment data to identify EL, struggling readers, SPED, Foster Youth, and African American students for instruction at Tiers 1,2,3. During K-6 intervention block, students will receive small group differentiated learning time designed to support the needs of students not meeting grade level standards in reading or students meeting standards and needing enrichment lessons. Student need will be determined by Spring and Fall 2021 through analysis of iReady, KAIG, BAS, BPST, DIBELS 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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
- Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
- Quarterly Certificated Tutor Progress Reports
- Quarterly Teaching Fellow focus students progress reports
- EL Redesignation and Monitoring reports

Owner(s):

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

Timeline:

August 2021 - June 2022
 Fall and Spring
 Monthly, Quarterly, and on-going

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

- Students scoring below grade level in ELA will participate in whole school RTI (intervention) block focused on gaps in literacy and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by the certificated staff. Materials and personnel will include, but are not limited to: Certificated Tutor(s), 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).

- Close Reading Strategies and all tenets of the IPG
- Guided Reading and small group instruction aligned to tenets of the IPG
- Students in grades K-3, scoring below or significantly 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)
- Students in grades 4-6, scoring below or significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and the Certificated Tutor (at tiers 1,2,3)
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial homework center.
- Students will receive additional support through software programs such as AR/iXL/Math Fluency, etc. Students will participate in AR incentivized reading.
- A supplemental writing resource such as, but not limited to, Writing by Design will be provided to support the ELA and writing program in Wonders in grades K-6.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- 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 by the certificated staff. Materials will include, but are not limited to: Certificated Tutor(s), Teaching Fellows, Implementation of GVC, computers and technology/software programs, district and site licenses, leveled readers, Scholastic Magazine, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in ELA, and ELD.
- Implementation of the District Adopted Language Arts Curriculum (GVC).
- Close Reading Strategies aligned to IPG tenets
- Guided Reading and small group instruction aligned to IPG
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial homework center.

Action 2

Title: English Learner Progress

Action Details:

Aynesworth Elementary school will continue to implement intervention supports for teaching English Language learners. Professional Learning will be provided to teachers regarding ELD and Intervention for students who have been continuously enrolled for 5 or more years and have not re-designated or who have met the borderline criteria for re-designation. Students will engage in integrated ELD instruction as well as designated ELD instruction. Teachers will have planning days to plan lessons that include integrated ELD, designated ELD, academic language acquisition grounded in ELD/ELA standards, literacy skills, and writing development using EL data indicators to inform instruction. Students will receive additional intervention support through computer integrated software programs such as AR/iXL/Writing by Design. 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
- Certificated Tutor intervention feedback
- Classroom walk-throughs
- Fall and Spring DRP scores
- ELPAC data analysis from previous year

Owner(s):

Classroom Teachers
Cert. Tutor
TSA
Principal
Vice Principal

Timeline:

Principal and VP will monitor student data across multiple assessments
Principal or Vice Principal will communicate EL data or learning strategies to staff
VP will monitor DRP data twice a year after testing administration
ELD chats will take place quarterly, where teachers will communicate their EL action plan.

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

Students meeting the criteria will get daily integrated and designated ELD instruction

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

Specify enhanced services for EL students:

Intervention participation

Identified students will participate in Tier 2 and Tier 3 academic interventions

Designated and Integrated ELD instruction

Daily lessons that have a culture of learning with high expectations, challenging content, and a high level of student ownership

District Interim Assessment data

Specify enhanced services for low-performing student groups:

Intervention participation

Identified students will participate in Tier 2 and Tier 3 academic interventions

Designated and Integrated ELD instruction

Daily lessons that have a culture of learning with high expectations, challenging content, and a high level of student ownership

District Interim Assessment data

Action 3

Title: Math Instruction and Intervention

Action Details:

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

Aynesworth will implement an intervention plan, by grade level/PLC team, utilizing a Certificated Tutor, California Teaching Fellows, Paraprofessionals and/or TSA for a minimum of 45 minutes daily in grades K-6. The teacher will provide small group intervention lessons which will be determined through the PLC work of establishing essential standards to be taught and assessed regularly, resulting in the formation of intervention groups. This small group differentiated learning time is designed to support the needs of students not meeting grade level standards in math or students meeting standards and needing enrichment lessons. Student need will be determined by Spring and Fall 2021 data, using iReady and KAIG assessments as well as teacher formative assessments and performance tasks in Math (CSAs/IABs). Students will have access to additional math intervention support through computer integrated programs/software such as iXL/Math Fluency/Lexia etc. 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 assessment results
- Data chats, goal setting, and planning with Admin
- PLC agenda, minutes, artifacts
- Teachers will enter student assessment data into Teams data page
- Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
- Quarterly Certificated Tutor Progress Reports
- Quarterly Teaching Fellow focus students progress report

Owner(s):

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

Timeline:

- August 2021 - June 2022
- Fall and Spring
- Monthly, Quarterly, and on-going

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

- Students scoring below grade level in Math will have whole school RTI block focused on gaps in literacy and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by the certificated staff. Materials will include but are not limited to: Certificated Tutor(s), Teaching Fellows, Implementation of GVC, tablets and technology, district and site licenses, leveled readers, Scholastic Magazines, supplemental writing program such as but not limited to Writing by Design, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in ELA, Math, and ELD. ELPAC assessors.
- Implementation of the District Adopted Language Arts Curriculum (GVC) aligned to IPG tenets
- Close Reading Strategies
- Guided Reading and small group instruction
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted reading interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- A supplemental writing program such as but not limited to Writing by Design will be provided to support Wonders
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial homework center.

Specify enhanced services for EL students:

- Students scoring below grade level in Math will have whole school RTI block 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 and the certificated staff. Materials will include but are not limited to: Certificated Tutor, Teaching Fellows, Implementation of GVC, computers and technology/software, district and site licenses, Scholastic Magazine, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in Math.
- Implementation of the District Adopted Math Curriculum (GVC) and IPG
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted math interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial homework center.
- Students will have access to software programs such as iXL/Math fluency

Specify enhanced services for low-performing student groups:

- Students scoring below grade level in Math will have whole school RTI block focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers and the certificated staff. Materials will include but are not limited to: Certificated Tutor, Teaching Fellows, Implementation of GVC, computers and technology/software, district and site licenses, Scholastic Magazine, graphics services, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in Math.
- Implementation of the District Adopted Math Curriculum (GVC) and IPG
- Students in grades K-3, scoring significantly below established benchmarks, will be provided with targeted math interventions. Interventions will be provided by the classroom teacher, through RTI deployment, and/or Teaching Fellows.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial homework center.
- Students will have access to software programs such as iXL/Math fluency

2022-2023 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-Subs			Subs, teacher release for PL such as Cullinan, PLI, teacher collaboration, SSTs, etc.-G1A3-no IEPs	8,800.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows G1A2 & G1A3	30,372.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books, reference materials such as scholastic news	5,191.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	supports all Goal 1 Actions	16,060.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies- additional actions G1A2, G1A3, G2A1, G3A1, G4A1, G5A1	38,192.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology- additional action G1A2, G1A3	11,640.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows G1A2 & G1A3	20,053.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier- additional action G1A3	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics- additional action G1A3	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements/Cullinan/Edcite : Educational Elements/ PLI/Cullinan/Edcite costs Additional action G1A3	12,193.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	supports all Goal 1 Actions	21,413.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows G1A2 & G1A3	31,575.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology-additional actions G1A2, G1A3, G2A1, G3A1, G3A1, G4A1, G5A1	108,876.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub release for EL planning, intervention planning, and other PL-G1A1	9,643.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	7,239.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Material/Supplies additional action G1A1, G1A3	4,754.00
G1A3	Sup & Conc	Instruction	Bks & Ref			IXL, Reflex Math, Math Fluency, AR/ Writing by Design, Edcite, Read 180, other programs for math/ELA support or intervention-additional actionsG1A1	27,687.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- additional action G1A3	7,000.00

\$364,356.00

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	✓		84.31 %	2021-2022	85.41 %

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.

We attempted to implement the following action: Aynesworth will create opportunities for students in grades K- 6 to participate in clubs and/or after school enrichment/sports activities around the goal 2 criteria of Arts, Activities and Athletics.

Unfortunately many activities/events were canceled due to the pandemic and with the high number of student/staff absences due to health (covid) issues- we feel that our implementation was not consistent and students did not have enough access to activities as intended this year.

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

Unfortunately many activities/events were canceled due to the pandemic and with the high number of student/staff absences due to health (covid) issues- we feel that our implementation was not consistent and students did not have enough access to activities as intended for all of our sub groups of students.

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).

Unfortunately many activities/events were canceled due to the pandemic and with the high number of student/staff absences due to health (covid) issues- we feel that our implementation was not consistent and students did not have enough access to activities as intended this year.

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 2022-23 SPSA.

We will keep the same action but will ensure consistency of implementation and access for all students next year.

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

1 SSC:	2 ELAC:	3 Staff:
Our SSC agrees that our action is sound and should be in place again next year for full and consistent implementation	Our ELAC agrees that our action is sound and should be in place again next year for full and consistent implementation	Our staff agrees that our action is sound and should be in place again next year for full and consistent implementation

Action 1

Title: Goal 2 Arts, Activities and Athletics

[Action Details:](#)

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

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

[Owner\(s\):](#)

Classroom Teachers
Instructional Leadership Team
Admin Team

[Timeline:](#)

Teachers will work in grade levels to plan engagement activities for students.

Contracts will be offered to staff to provide engagement activities such as but not limited to PE Activities, Science Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.

ILT will gain feedback from teachers on changes and improvements needed

Admin team will support and organize the classes and scheduling.

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

Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities. Materials include but are not limited to: arts and craft supplies, cooking ingredients, t-

shirts (for TK/K sight word shirts and pizza parties will be incentives for learning), athletic equipment and supplies, and support material for Super Kid activities/FunWorks Activities, Science Night/Club, Drama Club, Cheer, Peacemakers, Spelling Bee, Peach Blossom, Red Ribbon Week, and Read Across America.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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	✓		48.7 %	2021-2022	48.1 %
Suspension Rate - Semester 1	✓		1.49 %	2021-2022	1.16 %

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.

We implemented the following action: The two Home School Liaisons will make connections with parents to help facilitate any services that are needed to improve attendance and school connections. Teachers and staff members will be trained on best practices to use in and outside the classroom to build relationships and a consistency of expectations. Full-time Resource Counseling Assistant will provide SEL counseling support. Half-time Resource Counseling Assistance will provide a space for student to go during recesses and if needed during the day to learn skills on how to manage relationships and feelings of anger through use of Restorative Practice strategies such as restorative chats, affirmative statements, and restorative conferences. HSLs and RCAs will 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. Extra classified/NTA time, materials, technology, incentives, and supplies will be provided to support student engagement and connections. We believe at this action was fully implemented and provided additional and needed extra SEL support for all of our students and our parents- we will continue implementing this action next year with the additional support of 1 full time HSL funded by the district. Extra NTA and classified extra support time has been a key support for all students this year.

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

We believe at this action was fully implemented and provided additional and needed extra SEL support for all of our students and our parents- we will continue implementing this action next year with the additional support of 1 full time HSL funded by the district. Extra NTA and classified extra support time has been a key support for all students this year.

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).

We believe at this action was fully implemented and provided additional and needed extra SEL support for all of our students and our parents- we will continue implementing this action next year with the additional support of 1 full time HSL funded by the district. Extra NTA and classified extra support time has been a key support for all students this year.

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 2022-23 SPSA.

We believe at this action was fully implmented and provided additional and needed extra SEL support for all of our students and our parents- we will continue implementing this action next year with the additional support of 1 full time HSL funded by the district. Extra NTA and classified extra support time has been a key support for all students this year- we plan to continue this action next year with more funding added.

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

1 SSC:

Our SSC agrees that our action is sound and should be in place again next year for full and consistent implementation

2 ELAC:

Our ELAC agrees that our action is sound and should be in place again next year for full and consistent implementation

3 Staff:

Our staff agrees that our action is sound and should be in place again next year for full and consistent implementation

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 provide a space for student to go during recesses and if needed during the day to learn skills on how to manage relationships and feelings of anger through use of Restorative Practice strategies such as restorative chats, affirmative statements, and restorative conferences. HSLs and RCAs will 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. Extra classified/NTA time, materials, technology, incentives, and supplies will be provided to support student engagement and connections.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- RCA SEL counseling support caseload documentation.
- SEL Goal Setting
- Behavior referrals to the office.
- Monitor Chronic absenteeism rate.
- Young Men of Character Program grades 5-6 and Girl Power Prgram
- Child Welfare and Attendance (CWA) and Home School Liaison will conduct home visits when students have fallen into the chronic and severely chronic attendance categories.
- Fully implement Restorative Practices
- Teachers will submit Weekly Class Meeting Agendas on a quarterly basis outlining topics, meeting dates, and resources utilized during meeting time.
- Weekly class meetings, restorative chats, restorative conferences, and affirmative statements will be implemented
- Administrative Leadership Team will review quarterly suspension/expulsion data as available.
- Progress monitoring for SEL fidelity 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
- Teacher on Special Assignment
- RSP teacher
- Certificated staff/Teachers
- Teaching Fellows
- Paraprofessional
- Child Welfare and Attendance
- Resource Counseling Assistant

Timeline:

- August 2021 - June 2022
- Monthly, Quarterly, On-going

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

- Provide two Resource Counseling Assistants to support students across all grade levels in a variety of capacities utilizing budget 7090.
- 2 part time Home School Liaisons
- NTA training/support
- Classified extra time/NTA time to increase safety (radios/safety equipment included)
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: to any approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities (to included PLI implementation)
- Materials/Supplies/Technology/Software: Technology, equipment, and classroom materials/supplies to include the purchase of additional tablets/computers, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support student achievement in reading, writing, and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.

Specify enhanced services for EL students:

- Monitor EL student population for chronic and severe chronic absenteeism rate,
- 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.

Specify enhanced services for low-performing student groups:

EL, SPED, Foster Youth, and African American students will receive special consideration and invitation to participate. RCA 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

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	✓		96.1 %	2021-2022	97.2 %

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.

We implemented the following action: The Aynesworth 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. This action was fully implemented and supported team-building and group cohesion within our staff.

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

This action was fully implemented to support team-building and group cohesion within our staff but next year we would like to create more opportunities that include our classified staff.

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).

This action was fully implemented to support team-building and group cohesion within our staff but next year we would like to create more opportunities that include our classified staff.

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 2022-23 SPSA.

This action was fully implemented to support team-building and group cohesion within our staff but next year we would like to create more opportunities that include our classified staff.

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

1 SSC:

Our SSC agrees that our actions are sound and should be in place again next year for full and consistent implementation

2 ELAC:

Our ELAC agrees that our actions are sound and should be in place again next year for full and consistent implementation

3 Staff:

Our staff agrees that our actions are sound and should be in place again next year for full and consistent implementation

Action 1

Title: Team building and Group/Staff Cohesion

[Action Details:](#)

The Aynesworth 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.

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
PLCs

Timeline:
Aug. 2021- June 2022

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- Sub time and PL

[Specify Professional Development or Staff Services to support EL students:](#)
PLC work will focus on SEL support and group cohesion activities such as cultural proficiency and sel support for EL student learners

[Specify Professional Development or Staff Services to support low-performing student groups:](#)
PLC work will focus on SEL support and group cohesion activities such as cultural proficiency and sel support for struggling/low-performing students.

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	✓		87.18 %	2021-2022	88.28 %

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.

We implemented the following action: Aynesworth 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 provide 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. Two part-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 action was fully implemented this year and it effectively provided SEL support for all students and promoted inclusive opportunities for parents- we intend to fully implement this action again next year.

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

This action was fully implemented this year and it effectively provided SEL support for all students- we intend to fully implement this action again next year for all student groups.

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).

This action was fully implemented this year and it effectively provided SEL support for all students and inclusive opportunities for all parents- we intend to fully implement this action again next year for all students.

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 2022-23 SPSA.

This action was fully implemented this year and it effectively provided SEL support for all students and inclusive opportunities for all parents - we intend to fully implement this action again next year for all students.

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

1 SSC:

Our SSC agrees that our action is sound and should be in place again next year for full and consistent implementation

2 ELAC:

Our ELAC agrees that our action is sound and should be in place again next year for full and consistent implementation

3 Staff:

Our staff agrees that our action is sound and should be in place again next year for full and consistent implementation

Action 1

Title: Student Academic/SEL Support & Inclusive Family Opptys

Action Details:

Aynesworth 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. Two part-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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Reflect on high needs students at the beginning of the year with teachers
- Set SEL goals for each student
- Make referrals to RCA for student SEL needs
- Meet quarterly with RCAs and teachers to discuss improvements in classroom behavior, student outlook, connection to school, attendance, academics, and number of nurse referrals
- Monitor progress monthly and implement strategies to keep students on track
- Student Success Team Meetings

Owner(s):

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

Timeline:

Culture and Climate team will notify the entire staff of social emotional status reports quarterly.
RCAs will notify parents and teachers of successes and strategies that work to motivate students quarterly
Nurse will keep records of students visits to the nurse's office
The Home School Liaisons will work with parents and staff to help meet the needs of students who have chronic absenteeism or behavior problems.

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

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 Direct Service and Opportunities for parents and families to support EL students:

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

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

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

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

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2022-2023 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, parent participation, etc.-G1A2	7,848.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation, translating, and babysitting- G1A2	5,440.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent participation-Additional action G1A2-no food or incentives	1,200.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	supports all goals and actions	12,739.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	supports all goals and actions	49,944.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	G5A1 and G1A2 supports all goals and actions	15,376.00

\$92,547.00

2022-2023 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-Subs			Subs, teacher release for PL such as Cullinan, PLI, teacher collaboration, SSTs, etc.-G1A3-no IEPs	8,800.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows G1A2 & G1A3	30,372.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books, reference materials such as scholastic news	5,191.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.1875	supports all Goal 1 Actions	16,060.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies- additional actions G1A2, G1A3, G2A1, G3A1, G4A1, G5A1	38,192.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology- additional action G1A2, G1A3	11,640.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows G1A2 & G1A3	20,053.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier- additional action G1A3	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics- additional action G1A3	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements/Cullinan/Edcite : Educational Elements/ PLI/Cullinan/Edcite costs Additional action G1A3	12,193.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2500	supports all Goal 1 Actions	21,413.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows G1A2 & G1A3	31,575.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology-addtional actions G1A2, G1A3, G2A1, G3A1, G3A1, G4A1, G5A1	108,876.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub release for EL planning, intervention planning, and other PL-G1A1	9,643.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	7,239.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Material/Supplies additonal action G1A1, G1A3	4,754.00
G1A3	Sup & Conc	Instruction	Bks & Ref			IXL, Reflex Math, Math Fluency, AR/ Writing by Design, Edcite, Read 180, other programs for math/ELA support or intervention-addtional actionsG1A1	27,687.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance- additional action G1A3	7,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating, babysitting, parent participation, etc.-G1A2	7,848.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent participation, translating, and babysitting-G1A2	5,440.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent participation-Additional action G1A2-no food or incentives	1,200.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	supports all goals and actions	12,739.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	supports all goals and actions	49,944.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	G5A1 and G1A2 supports all goals and actions	15,376.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,851.00
Sup & Conc	7090	\$199,176.00
LCFF: EL	7091	\$90,000.00
One-time School	7099	\$108,876.00
Grand Total		\$456,903.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$364,356.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$92,547.00
Grand Total	\$456,903.00