

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, sweeping initial 'C' and a long, horizontal stroke for the 'V'.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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 student groups 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 (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.</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 rewritten 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 - Hermila Rodriguez				X	
3. Felipe Lemus		X			
4. Tiffany Cordova		X			
5. Jocelyn Torres		X			
6. Sofia Ruiz			X		
7. Rosenda Martinez Lopez				X	
8. Iridian Rodriguez				X	
9. Samuel Ruiz				X	
10. Omar Galvez				X	
11. Nue Lee (other staff alternate)			X		
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 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		4/11/25
SSC Chairperson	Hermila Rodriguez		4/11/25

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

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

FY 2025/26

Aynsworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$67,620 *
7090	LCFF Supplemental & Concentration	\$214,278
7091	LCFF for English Learners	\$96,096

TOTAL 2025/26 ON-SITE ALLOCATION	\$377,994
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,960
Program Budget	\$65,660
Total Title I Allocation	\$67,620

ESSA Assistance Status: Not Identified for Assistance

Aynesworth Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		48.7 %	2023-2024	49.8 %
SBAC ELA - Average distance from standard	✓	0 pts	-89.2 pts	2023-2024	-74.2 pts
SBAC ELA - Average distance from standard (English Learner)	✓	0 pts	-104.3 pts	2023-2024	-89.3 pts
SBAC ELA - Average distance from standard (Hispanic)	✓	0 pts	-92.1 pts	2023-2024	-77.1 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓	0 pts	-88.9 pts	2023-2024	-73.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	22.9 %	18.5 %	2023-2024	23.5 %
SBAC Math - Average distance from standard	✓	0 pts	-91.3 pts	2023-2024	-76.3 pts
SBAC Math - Average distance from standard (English Learner)	✓	0 pts	-102.5 pts	2023-2024	-87.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.6 %	10.4 %	2023-2024	15.4 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1: ELA instruction and Intervention

Based on the metrics for this current goal, students are not reading by grade level as identified by SBAC

English Learners, Hispanics, Socioeconomically Disadvantaged are specific student groups performing below grade level in ELA

Action 2: English Learner Progress

Based on the metrics above students are not improving as identified by the EPLAC EL assessment.

English Learner long terms students are not improving by at least one ELD level-must be increased by at least 1.1%

Action 3: Math Instruction and Intervention

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1: ELA instruction and Intervention

1. Students in grades PreK-3 are not mastering foundational skills
2. Students in grades K-6 do not have consistent opportunities to practice grade level ELA skills
3. Students in grade K-6 do not have consistent opportunities to tier 2 intervention to close reading gaps
4. PLCs have not consistently collected, analyze, and used data to plan instruction (iReady, IABs/FIABs, CFAs, FSAs, DRDPs)

Action 2: English Learner Progress

1. EL students in grades PreK-6 are do not have consistent opportunities to practice oral language development, reading and writing (ELD)
2. PLCs have not consistently collected, analyze, and used data to plan instruction (ELPAC)

Action 3: Math Instruction and Intervention

1. Students in grades PreK-3 are not mastering foundational/conceptual mathematical skills
2. Students in grades K-6 do not have consistent opportunities to practice grade level math skills
3. Students in grade K-6 do not have consistent opportunities to tier 2 intervention to close math gaps
4. PLCs have not consistently collected, analyze, and used data to plan instruction (iReady, IABs/FIABs, CFAs, FSAs, DRDPs)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1: ELA instruction and Intervention

1. Students in grades PreK-6 need access to foundational skills learning and practice (in class at tier 1 and at tier 2 supportd by classroom paras and teaching fellows in the reading lab)
2. Students in grades K-6 need consistent opportunities to practice grade level ELA skills through weekly iReady lessons usage minutes (35/45 min per week) and passing at least 2 lessons
3. Students in grade 2-6 need consistent oportunities to tier 2 intervention to close reading gaps
4. PLCs need time/structure to consistently collected, analyze, and used data to plan instruction (iReady, IABs/FIABs, CFAs, FSAs, DRDPs)

Action 2: English Learner Progress

1. EL students in grades PreK-6 need consistent opportunities to practice oral language development, reading and writing (ELD)
2. PLCs need time/structure to consistently collected, analyze, and used data to plan instruction (ELPAC)

Action 3: Math Instruction and Intervention

1. Students in grades PreK-6 need access to foundational skills learning and practice (in class at tier 1 and at tier 2 supportd by classroom paras and teaching fellows in the reading lab)
2. Students in grades K-6 need consistent opportunities to practice grade level ELA skills through weekly iReady lessons usage minutes (35/45 min per week) and passing at least 2 lessons
3. Students in grade 2-6 need consistent oportunities to tier 2 intervention to close reading gaps
4. PLCs need time/structures to consistently collected, analyze, and used data to plan instruction (iReady, IABs/FIABs, CFAs, FSAs, DRDPs)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: English Language Arts and Intervention

Partially Implemented

The actions were mostly implemented but students need more consistent access to tier 1 and tier 2 instruction and intervention (during the MTSS time/ intervention hour)

Action 2: English Learner Progress

Partially Implemented

Student mostly had access to integrated EL instrctiuon during tier 1 instruction and designated EL instruction but consistency was lacking.

Action 3: Math Instruction and Intervention

Partially Implemented

The actions were partially implemented but students need more consistent access to tier 1 and tier 2 instruction and intervention (during the MTSS time/ intervention hour)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: English Language Arts and Intervention

Effective

ELA iReady D1 and D2 evidence shows that this action was effective with increases in all grade levels. ELA iReady D2 to D2 comparison shows that this action was effective with increases in all grade levels. iReady Stretch Growth D1 to D2 shows that this action was effective with increases in all grade levels except for grades 5th and 6th.

K D1=15% D2=58% D1-D2= +43%
 1st D1=8% D2=38% D1-D2= +30%
 2nd D1=16% D2=27% D1-D2= +11%

Grade/Subject 23-24 ELADFS 24-25 ELA Target Evidence: iReady D2 to D2 comparison

3rd -85.67 -70.67 D1-D1=15.6% D2-D2=14.8%
 4th -95.66 -80.66 D1-D1=14.7% D2-D2=8.0%
 5th -102.07 -87.0 D1-D1=6.4% D2-D2= -2.8%
 6th -80.30 -65.30 D1-D1=10.9% D2-D2=-6.2%

Action 2: English Learner Progress

Partially Effective

This action was partially effective for all EL students because iReady D1 this year compared to D1 of last year is an increase in 1.0%. iReady D2 of this year compared to D2 of last year is an increase of 7.4%.

This action was not effective for RFEP students iReady D1 this year compared to D1 this year is a decrease of 19.8%. iReady D2 of this year for RFEP compared to D2 of last year is a decrease of 7.0%

Action 3: Math Instruction and Intervention

Effective

Math iReady D1 and D2 evidence shows that this action was effective with increases in all grade levels. Math iReady D2 to D2 comparison shows that this action was effective with increases in all grade levels. iReady Stretch Growth D1 to D2 shows that this action was effective with increases in all grade levels except for grade 5th.

K D1=5% D2=34% D1-D2= +29%
 1st D1=0% D2=35% D1-D2=+35%
 2nd D1=2% D2=9% D1-D2= +7%

Grade/Subject 23-24 ELADFS 24-25 ELA Target Evidence: iReady D2 to D2 comparison, iReady Stretch Growth (D2 to D2), FIABs/IABs, District Interim Assessment, grades, other site assessments

3rd -65 -55 D1-D1= 13.5% D2-D2=9.7%
 4th -82 -72 D1-D1= 5.4% D2-D2=6.2%
 5th -110 -95 D1-D1= -1.5% D2-D2=-7.3%
 6th -118 -103 D1-D1=16.8% D2-D2=0.6%

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1: We will continue providing access to student through Tier 1 instruction and Tier 2 (reading intervention support with Teaching Fellows as well as time for ELA iReady my path lessons)

Action 2: We will continue to provide EL students with access to both integrated and designated ELD instruction with extra EL tutoring support afterschool

Action 3: We will continue to provide math instruction and intervention through tier 1 and 2. Time will be provided for iReady math pathway lessons and extra math tutoring will be provided afterschool.

Section D: 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.

SSC:

- Monthly and schoolwide _I-Ready HFW (grade K-2 but also 3rd-5th if needed_ [iready-high-frequency-word-list-2022.pdf](#)
- OG/Cullinan RED/heart words/sight words list
- Vocabulary list (grades 3-6th) [iready-vocabulary-words-by-grade.pdf](#)
- (Tier 1 and Tier 2 words-Look up The Fry Vocabulary lists
- Math schoolwide focus on basic math skills, vocabulary (iready words also available) (See example below):
Resources:
- continue iready and iab/fiab weekly rewards (Begin early in the school year with pre/posts and continue doing throughout the school year)
- for iready D1 growth to D2 or D3, have a bigger reward like field trip -
- Afterschool program to possibly get licenses for Reflex, Frax, AR, IXL
- Update and personalize the Quarterly awards (Also include I-Ready awards, and other areas so that it is more inclusive)

ELAC:

- Monthly and schoolwide _I-Ready HFW (grade K-2 but also 3rd-5th if needed_ [iready-high-frequency-word-list-2022.pdf](#)
- OG/Cullinan RED/heart words/sight words list
- Vocabulary list (grades 3-6th) [iready-vocabulary-words-by-grade.pdf](#)
- (Tier 1 and Tier 2 words-Look up The Fry Vocabulary lists
- Math schoolwide focus on basic math skills, vocabulary (iready words also available) (See example below):
Resources:
- continue iready and iab/fiab weekly rewards (Begin early in the school year with pre/posts and continue doing throughout the school year)
- for iready D1 growth to D2 or D3, have a bigger reward like field trip -
- Afterschool program to possibly get licenses for Reflex, Frax, AR, IXL
- Update and personalize the Quarterly awards (Also include I-Ready awards, and other areas so that it is more inclusive)

Staff:

ELA:

- Set specific reading , writing, and math goals for all grade levels
 - Set benchmark goals for the end of the year
 - Quarterly benchmarks
 - Push for students to develop better handwriting/Neatness
 - Bring back school-wide writing prompts to encourage students to write creatively/frequently for K-6th grade
 - Coach supported writing prompts monthly
 - Add TAK write tools checklist
 - School Wide use of write tools color coding strategies -green topic sentence, yellow details sentence, and red concluding sentence)

Math:

- Set school wide/ grade level goals for math facts-post in room C- extra math
- Think of ideas to motivate students to reach these goals

Explore fun math activities to promote math facts fluency

Intervention:

- Continue with TF support for 2nd grade- 6th grade
- Identify Focus Students

Action 1 :

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/CFAs/CSAs/IABs/Fluency assessments/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 (PreK- 1 para in class support and 2-6 pull-out Teaching Fellow support).
- 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).
- California Teaching Fellows, will provide reading intervention and support for students in grades 2-6 during small group differentiated learning time (intervention block).
- Teachers in grades K-6 will use student assessment data to identify EL, Hispanics, socioeconomically disadvantaged, struggling readers, SPED, Foster Youth, SWD, 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.
- During the K-6 intervention block, students will be given time and support as they practice ELA skills through iReady "My Path" (by the end of the week students in K-1 will have a minimum of 35 minutes of usage and pass at least 2 lessons and students in 2-6 will have a minimum of 45 minutes of usage and pass at least 2 lessons)
- 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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, Early Literacy Grant Initiative (LCRSET), 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 PLC+ professional learning. ELPAC assessors will provide additional assessment support.
- Implementation of the District Adopted Language Arts Programs and Grade level curriculum.
- Guided Reading and small group instruction (differentiated 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 on a pull-out basis for grades 2-6 (with paras in grades PreK-1).
- 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 as needed to support ELA
- Continue to use the Writing Tools curriculum in classrooms to support the ELA and writing program in Wonders in grades K-6.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Continue to support all EL students because iReady D1 this year compared to D1 of last year is an increase in 1.0%. iReady D2 of this year compared to D2 of last year is an increase of 7.4%.

Increase support for RFEP students because iReady D1 this year compared to D1 this year is a decrease of 19.8%. iReady D2 of this year for RFEP compared to D2 of last year is a decrease of 7.0%

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 or programs that support ELD.

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 if needed. 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

Student Groups

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

Socio-economically Disadvantaged (SED):

- SED 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, Early Literacy Grant Initiative (LCRSET), 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 PLC+ professional learning.
- Implementation of the District Adopted Language Arts Programs and Grade level curriculum.
- SED students will receive small group instruction (differentiated instruction) during the intervention block
- 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 on a pull-out basis for grades 2-6 (with paras in grades PreK-1).
- SED students will be prioritized to participate in the after school tutorial- tutorial center will target selected students to provide support and assistance. Supplemental contracts will be provided for classified and certificated staff to assist students in the tutorial center and/or lunchtime Study Club.
- All SED students will receive additional support through software programs as needed to support ELA
- Continue to use the Writing Tools curriculum in classrooms to support the ELA and writing program in Wonders in grades K-6.

Hispanic (HI):

With Title I funds we plan to support Hispanic 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 Hispanic learners by providing additional resources in the classroom by the use of OG Cullinan strategies and online platforms or programs that support ELD.

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

Socio-economically Disadvantaged (SED):

- SED 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, Early Literacy Grant Initiative (LCRSET), 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 PLC+ professional learning.
- Implementation of the District Adopted Language Arts Programs and Grade level curriculum.
- SED students will receive small group instruction (differentiated instruction) during the intervention block
- 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 on a pull-out basis for grades 2-6 (with paras in grades PreK-1).
- SED students will be prioritized to participate in the after school tutorial- tutorial center will target selected students to provide support and assistance. Supplemental contracts will be provided for classified and certificated staff to assist students in the tutorial center and/or lunchtime Study Club.
- All SED students will receive additional support through software programs as needed to support ELA
- Continue to use the Writing Tools curriculum in classrooms to support the ELA and writing program in Wonders in grades K-6.

Hispanic (HI):

Aynesworth will support Hispanic students by purchasing online programs/platforms for all grade levels if needed if needed. 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.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

- Small group instruction or smart grouping at Tier 2, 3 and during the intervention block
- Audio and visual supports
- SED students will be identified by PLC teams and specific instructional strategies, based on data, will be embedded into plans for both instruction and professional learning.
- Materials and supplies and supplemental materials for SED students
- ELPAC Assessors
- Utilizing district platforms for personalized learning
- Provide computer integrated learning programs for SED students in the afterschool program
- 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 Reflex Math

Hispanic (HI):

- 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
- Audio and 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 EL/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 Reflex Math

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see												
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Conduct classroom walks/visits and provide feedback to teachers</p> <p>Monitor for evidence of Teacher clarity in all classrooms</p> <p>Monitor for evidence of implementation of foundational skills lessons (OG/Haggerty) and early literacy in primary classrooms</p> <p>Monitor for iReady My Path (35/45 min of usage and 2 lessons passed weekly)</p> <p>Outcomes monitored by Principal, VP, Coach, Teachers</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>iReady diagnostic, IABs/FIABs, district benchmarks or interims:</p> <p>Outcomes measured by growth from assessment to assessment:</p> <p>ELA iReady D1 and D2 evidence shows that this action was effective with increases in all grade levels. ELA iReady D2 to D2 comparison shows that this action was effective with increases in all grade levels. iReady Stretch Growth D1 to D2 shows that this action was effective with increases in all grade levels except for grades 5th and 6th.</p> <p>K D1=15% D2=58% D1-D2= +43%</p> <p>1st D1=8% D2=38% D1-D2= +30%</p> <p>2nd D1=16% D2=27% D1-D2= +11%</p> <p>Grade/Subject 23-24 ELA DFS 24-25 ELA Target Evidence: iReady D2 to D2 comparison</p> <table border="0"> <tr> <td>3rd -85.67 -70.67</td> <td>D1-D1=15.6%</td> <td>D2-D2=14.8%</td> </tr> <tr> <td>4th -95.66 -80.66</td> <td>D1-D1=14.7%</td> <td>D2-D2=8.0%</td> </tr> <tr> <td>5th -102.07 -87.0</td> <td>D1-D1= 6.4%</td> <td>D2-D2= -2.8%</td> </tr> <tr> <td>6th -80.30 -65.30</td> <td>D1-D1=10.9%</td> <td>D2-D2=-6.2%</td> </tr> </table> <p>Outcomes monitored by Principal, VP, Coaches, Teachers</p>	3rd -85.67 -70.67	D1-D1=15.6%	D2-D2=14.8%	4th -95.66 -80.66	D1-D1=14.7%	D2-D2=8.0%	5th -102.07 -87.0	D1-D1= 6.4%	D2-D2= -2.8%	6th -80.30 -65.30	D1-D1=10.9%	D2-D2=-6.2%	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>SBAC Results: decrease the distance from meeting standard f</p> <p>23-24 ELA DFS= -91</p> <p>24-25 ELA DFS= -76</p> <p>25-26 ELA DFS= -62</p> <p>Outcomes measured by distance from standard</p> <p>Outcomes monitored by Principal, VP, Coaches, Teachers</p>
3rd -85.67 -70.67	D1-D1=15.6%	D2-D2=14.8%												
4th -95.66 -80.66	D1-D1=14.7%	D2-D2=8.0%												
5th -102.07 -87.0	D1-D1= 6.4%	D2-D2= -2.8%												
6th -80.30 -65.30	D1-D1=10.9%	D2-D2=-6.2%												

Action 2 :

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.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

Continue to support all EL students because iReady D1 this year compared to D1 of last year is an increase in 1.0%. iReady D2 of this year compared to D2 of last year is an increase of 7.4%.

Increase support for RFEP students because iReady D1 this year compared to D1 this year is a decrease of 19.8%. iReady D2 of this year for RFEP compared to D2 of last year is a decrease of 7.0%

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, Reflex math, 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 Reflex Math

Student Groups

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

English Learner (EL):

See actions above

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

English Learner (EL):

See actions above

As a site: What are the planned actions to support this student group?

English Learner (EL):

See actions above

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Conduct classroom walks/visits and provide feedback to teachers

Monitor for evidence of Teacher clarity in all classrooms

Monitor for evidence of implementation of integrated and designated ELD instruction in classroom for K-6

Monitor for iReady My Path (35/45 min of usage and 2 lessons passed weekly)

Outcomes monitored by Principal, VP, Coach, Teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

iReady diagnostic, IABs/FIABs, district benchmarks or interims, and ELPAC.

Outcomes measured by growth from assessment to assessment.

Outcomes monitored by Principal, VP, Coaches, Teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

End of Year ELPAC Results and SBAC results

23-24 ELADFS= -91

24-25 ELADFS= -76

25-26 ELADFS= -62

Outcomes measured by distance from standard

Outcomes monitored by Principal, VP, Coaches, Teachers

Action 3 :

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.

- 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.
- During the K-6 intervention block, students will be given time and support as they practice math skills through iReady "My Path" (by the end of the week students in K-1 will have a minimum of 35 minutes of usage and pass at least 2 lessons and students in 2-6 will have a minimum of 45 minutes of usage and pass at least 2 lessons)
- 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 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
- 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 monthly 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Continue to support all EL students because math iReady D1 this year compared to D1 of last year is an increase in 1.6%. iReady D2 of this year compared to D2 of last year is an increase of 10.5%.

Increase support for RFEP students because iReady D1 this year compared to D1 this year is a decrease of 2.4%. iReady D2 of this year for RFEP compared to D2 of last year is a decrease of .6%

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 Math 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 center.
- Students schoolwide will have access to software programs such as ReflexMath

Student Groups

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

English Learner (EL):

See actions above

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

English Learner (EL):

See actions above

As a site: What are the planned actions to support this student group?

English Learner (EL):

See actions above

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Conduct classroom walks/visits and provide feedback to teachers

Monitor for evidence of Teacher clarity in all classrooms

Monitor for evidence of implementation of foundational skills lessons (OG/Haggerty) and early literacy in primary classrooms

Monitor for iReady My Path (35/45 min of usage and 2 lessons passed weekly)

Outcomes monitored by Principal, VP, Coach, Teachers

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Ready diagnostic, IABs/FIABs, district benchmarks or interims:

Outcomes measured by growth from assessment to assessment:

Math iReady D1 and D2 evidence shows that this action was effective with increases in all grade levels. Math iReady D2 to D2 comparison shows that this action was effective with increases in all grade levels. iReady Stretch Growth D1 to D2 shows that this action was effective with increases in all grade levels except for grade 5th.

K D1=5% D2=34% D1-D2= +29%

1st D1=0% D2=35% D1-D2=+35%

2nd D1=2% D2=9% D1-D2= +7%

Grade/Subject 23-24 ELADFS 24-25 ELA Target Evidence: iReady D2 to D2 comparison, iReady Stretch Growth (D2 to D2), FIABs/IABs, District Interim Assessment, grades, other site assessments

3rd -65 -55 D1-D1= 13.5% D2-D2=9.7%

4th -82 -72 D1-D1= 5.4% D2-D2=6.2%

5th -110 -95 D1-D1= -1.5% D2-D2=-7.3%

6th -118 -103 D1-D1=16.8% D2-D2=0.6%

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

SBAC Results: decrease the distance from meeting standard

24-25 ELADFS= -93

25-26 ELADFS= -76

Outcomes measured by distance from standard

Outcomes monitored by Principal, VP, Coaches, Teachers

2025-2026 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 for tutoring or professional learning or PLC work- *NO IEPs*	15,592.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows for intervention support	34,858.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books & references materials such as: AR, IXL, Reflex math, studies weekly, other learning programs/materials + support for G1A3 actions	14,387.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher sub release for PL + G1A3 support	16,282.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support G1A1 and G1A2	46,932.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology such as but not limited to: student devices, headphones, chargers, etc.	17,732.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier maintenance	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for our English Learners	1,102.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows for intervention support	49,878.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher sub release to analyze data, plan for EL support, and instruction for EL students.	9,541.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors + support of G1A1	12,260.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Extra pay contract for teachers to provide tutoring for EL students Extra pay for teacher PL or PLC engage in data analysis, learn new content, and plan for EL student support.	7,356.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct maintenance to support G1A1 and G1A3	11,000.00

\$243,588.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	80.8 %	2024-2025	81.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this goal the culture and climate survey percent favorable in student centered real world experiences must be increased by 1.1% and our graduation rate needs to be increased from 43%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Aynesworth did not provide students with enough diverse student-centered and real-world experiences
2. Fieldtrip learning experiences needs to be more diversified
3. Student-centered and/or real-world experiences in the Afterschool program were needs to be expanded

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Provide 1 full time Home School Liaison (Spanish)- hired through the district
- Provide 1 Resource Counseling Assistant (6hrs)
- Provide 1 Resources Counseling Assistant part-time
- Hire academic coaches (1 instructional coach hired through the district and 1 early literacy coach hired through the early literacy fund)
- Certificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubs
- SST support meetings (funding to provide monthly support)

- 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.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 2 Real- World Learning and Cultural Awareness

Partially Implemented

Actions were partially implemented due to the limited student-centered experiences. Field trip learning experiences were limited and not as diverse as needed.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 2 Real- World Learning and Cultural Awareness

Partially Effective

Actions were partially effective but students surveys showed a decrease in student connections to school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next year we will strategically plan for and schedule student-centered activities and real-world experiences.

PLCs will meet to plan for diversification of fieldtrips.

PLCs will schedule time to analyze survey data and provide opportunities for students who are lacking in participation.

Section D: 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.

SSC:

The SSC met with ELAC and Staff representatives to determine that our students can benefit from student-centered real-world experiences such as but not limited to the following:

- Career Day– twice a year
- More community activities/service ideas
- Earth Day?
- School Beautification
- Recycling Program?
- Food Drive
- Community Pantry

ELAC:

The SSC met with ELAC and Staff representatives to determine that our students can benefit from student-centered real-world experiences such as but not limited to the following:

- Career Day– twice a year
- More community activities/service ideas
- Earth Day?
- School Beautification
- Recycling Program?
- Food Drive
- Community Pantry

Staff:

The SSC met with ELAC and Staff representatives to determine that our students can benefit from student-centered real-world experiences such as but not limited to the following:

- Career Day– twice a year
- More community activities/service ideas
- Earth Day?
- School Beautification
- Recycling Program?
- Food Drive
- Community Pantry

Action 1 :

Goal 2 -Student centered and real-world learning experiences

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. By partnering with the After School Program, more students will have a greater opportunity for exposure to real-world experiences vendors and through offering clubs or other engagement activities immediately following the end of the school day. Aynesworth will use 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. (real world learning experiences)
- Fieldtrip and afterschool experiences will be available to students
- Teacher/classified extra time/contracts, materials, technology, and supplies will be provided to support student engagement in the arts, activities, and athletics.
- Suggested events/experiences for students that promote student centered and real-world learning experiences
 - Career Day– twice a year
 - More community activities/service ideas
 - Earth Day?
 - School Beautification
 - Recycling Program?
 - Food Drive
 - Community Pantry

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 1 full time Home School Liaison (Spanish)- hired through the district
- 1 Resource Counseling Assistant (6hrs)
- 1 Resources Counseling Assistant part-time
- Academic Coaches (1 instructional coach hired through the district and 1 early literacy coach hired through the early literacy fund)
- Certificated and Classified Supplemental Contacts for Student Engagement activities and participation in schoolwide connection clubs

- SST support meetings (funding to provide monthly support)
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

English Learner (EL):

See above actions

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

English Learner (EL):

See above actions

As a site: What are the planned actions to support this student group?

English Learner (EL):

See above actions

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed quarterly and a plan of support will be developed for students who are lacking experiences

Outcomes measure through ATLAS reports and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed each and a plan of support will be developed for students who are lacking experiences

Outcomes measure through ATLAS reports and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through ATLAS reports and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		24.9 %	2023-2024	24.3 %
Suspension Rate	✓	0.07 %	1.9 %	2023-2024	1.57 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics above we need to reduce chronic absenteeism by .6% and we need to decrease suspension rate by .33%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. High number of student go to Mexico
2. Lack of parent involvement and participation in attendance meetings

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Develop an attendance plan and provide attendance incentives on a weekly basis for these students
2. HSL outreach to parents around attendance
3. Provide more student and parent engagement activities to keep students in school

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement, Attendance, and School Connections

Partially Implemented

1. Attendance recognition incentives (awards) were quarterly- needs to be more frequent
2. Students who were suspended participated in re-entry meetings but we need to have our RCAs also follow up with a plan of support once the student returns

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement, Attendance, and School Connections

Partially Effective

Actions were partially effective because we need to reduce chronic absenteeism by .6% and we need to decrease suspension rate by .33%

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Provide two Resource Counseling Assistants to support students across all grade levels in a variety of capacities utilizing budget 7090.
- 1 Home School Liaison (district funded 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.

Section D: 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.

SSC:

The SSC suggestions are as follows:

- Gardening Club/School Beautification
- Birthday Decorating Club (Door decorations, ballons, banner, little cake or something special)
- Kindness/Inclusive Club to prevent bullying

ELAC:

The ELAC suggestions are as follows:

- School carnival
- Folklorico/Dance
- Drama theater

Staff:

The Staff suggestions are as follows:

- Have teachers/staff sign-ups for Clubs/or Duties at the beginning of the school year.
- Ideas & Examples:
 - Yearbook/Photography Club
 - Student Leadership
 - Student Government
 - Peer Mediation
 - Cheerleading/School Spirit Club
 - Art
 - Math
 - Reading
 - Testing Support FIABs/I-Ready
 - New Aynesworth T-Shirts for students and staff (No polos this year because we already have some just regular T-Shirts)

Action 1 :

Student Engagement, Attendance, and School Connections

Action Details:

- The Home School Liaison will make connections with parents to help facilitate any services that are needed to improve attendance and school connections.
- Teachers and staff members will be trained on best practices to use in and outside the classroom to build relationships and a consistency of expectations.
- 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.
- HSL and RCAs will facilitate student engagement and support students to help eliminate barriers to school connection and learning.
- Extra certificated/classified 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Provide two Resource Counseling Assistants to support students across all grade levels in a variety of capacities utilizing budget 7090.
- 1 Home School Liaison (district funded 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Schoolwide:

Chronic absenteeism: Needs to decrease by 24.9% current to 24.3% (need to decrease by .06%)

Suspension rate: Needs to decrease by 1.9% current to 1.57% (need to decrease by .03%)

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 Aynesworth 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 Liaison/Translators (Hmong, Spanish, ASL, etc.)
- SST Support (including SST)

Student Groups

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

- 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 Liaison/Translators (Hmong, Spanish, ASL, etc.)
- SST Support (including SST)

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

- 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 Liaison/Translators (Hmong, Spanish, ASL, etc.)
- SST Support (including SST)

As a site: What are the planned actions to support this student group?

- 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 Liaison/Translators (Hmong, Spanish, ASL, etc.)
- SST Support (including SST)

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Engagement participation data will be analyzed quarterly and a plan of support will be developed for students who are lacking experiences</p>
<p>Outcomes measure through ATLAS Behavior/Attendance reports and site-based surveys</p>
<p>Outcomes monitored by Principal, VP, Coaches, Teachers</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Engagement participation data will be analyzed each and a plan of support will be developed for students who are lacking experiences</p>
<p>Outcomes measure through ATLAS Behavior/Attendance reports and site-based surveys</p>
<p>Outcomes monitored by Principal, VP, Coaches, Teachers</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Engagement participation data will be analyzed by looking at the EOY Behavior/Attendance reports and a plan of support will be developed for students who lacking experiences.</p>
<p>Outcomes measure through ATLAS Behavior/Attendance reports and site-based surveys</p>
<p>Outcomes monitored by Principal, VP, Coaches, Teachers</p>

2025-2026 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		63,935.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0202		771.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4173		15,959.00

\$80,665.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	77.1 %	79.4 %	2024-2025	80.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

the metric above shows that we need to increase our Climate & Culture staff survey by 1.1% (from 79.4% to 80.5%).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Lack of teacher participation in CCT
2. Not enough PL time to fully implement CCT actions plan
3. New SPED inclusion and coteach programs on site and this cause increase in staff member who are new to site.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Continue to provide opportunities for staff/teacher team building and voice
2. Continue to provide weekly updates
3. Leverage leadership actions with CCT, ILT, and SSC to see where we can make improvements

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Team building and Group/Staff Cohesion

Partially Implemented

Action was partially implemented, we did not have enough PL time to fully implement CCT action plan because we had to devote much PL time to SPED inclusion program PL.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Team building and Group/Staff Cohesion

Partially Effective

Action was partially effective but we need to increase our Climate & Culture staff survey by 1.1% (from 79.4% to 80.5%).

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- 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.

Section D: 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.

SSC:

- Need to increase staff cohesion and involvement through the following suggestion (but not limited to...)
 1. Revisit our mission and vision- revised if needed

ELAC:

- Need to increase staff cohesion and involvement through the following suggestion (but not limited to...)
 1. Revisit our mission and vision- revised if needed

Staff:

- Need to increase staff cohesion and involvement through the following suggestion (but not limited to...)
 1. Revisit our mission and vision- revised if needed

2. As a staff we will select a theme for the year- could be based on academic standards (social studies standards)
3. Teacher recognition similar to kind kid
4. continue Sunshine club? Contract? Dues? How do you keep it up and running with more teacher participation. Ex: Split up teacher 1 activity each month among teachers so they do just one thing during the year to contribute
5. Employee of the Month Wall with photo and short bio- this person can be voted by staff or selected monthly by the admin team?
6. Include teaching fellow in school activities when possible ex: they supported iready celebrations this year
7. Continue ALL staff celebrations possibly each quarter: donuts for all staff @ end of parent conferences, all staff dutch bro coffee during testing week
8. New Aynesworth T-Shirts for students and staff (No polos this year because we already have some just regular T-Shirts)

2. As a staff we will select a theme for the year- could be based on academic standards (social studies standards)
3. Teacher recognition similar to kind kid
4. continue Sunshine club? Contract? Dues? How do you keep it up and running with more teacher participation. Ex: Split up teacher 1 activity each month among teachers so they do just one thing during the year to contribute
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7. Continue ALL staff celebrations possibly each quarter: donuts for all staff @ end of parent conferences, all staff dutch bro coffee during testing week
8. New Aynesworth T-Shirts for students and staff (No polos this year because we already have some just regular T-Shirts)

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5. Employee of the Month Wall with photo and short bio- this person can be voted by staff or selected monthly by the admin team?
6. Include teaching fellow in school activities when possible ex: they supported iready celebrations this year
7. Continue ALL staff celebrations possibly each quarter: donuts for all staff @ end of parent conferences, all staff dutch bro coffee during testing week
8. New Aynesworth T-Shirts for students and staff (No polos this year because we already have some just regular T-Shirts)

Action 1 :

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.
- Need to increase staff cohesion and involvement through the following suggestion (but not limited to...)
 1. Revisit our mission and vision- revised if needed
 2. As a staff we will select a theme for the year- could be based on academic standards (social studies standards)
 3. Teacher recognition similar to kind kid
 4. continue Sunshine club? Contract? Dues? How do you keep it up and running with more teacher participation. Ex: Split up teacher 1 activity each month among teachers so they do just one thing during the year to contribute

5. Employee of the Month Wall with photo and short bio- this person can be voted by staff or selected monthly by the admin team?
6. Include teaching fellow in school activities when possible ex: they supported iready celebrations this year
7. Continue ALL staff celebrations possibly each quarter: donuts for all staff @ end of parent conferences, all staff dutch bro coffee during testing week
8. New Aynesworth T-Shirts for students and staff (No polos this year because we already have some just regular T-Shirts)

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

- 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.

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

- 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.

As a site: What are the planned actions to support this student group?

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through Climate and Culture surveys and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through Climate and Culture Surveys and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through Climate and Culture Surveys and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

2025-2026 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 + G1A1 and G1A3 support(material/supplies)	35,000.00

\$35,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	77.9 %		2024-2025	

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The metric above shows that we need to increase favorable family engagement by 1.1 points. Parent involvement has been lacking.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Parents do not engage with the school
2. We need to increase family/parent involvement activities on campus

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. We need to provide more parent involvement activities
2. HSL and teachers need to do more parent outreach

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Academic/SEL Support & Inclusive Family Opptys

Partially Implemented

Although we had some parent involvement events/activites, we need to do more to egage tem

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Academic/SEL Support & Inclusive Family Opptys

Ineffective

The metric show that we need to increase favorable family engaement by 1.1 points to improve parent involvement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- 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 full time Home School Liaison 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 Liaison 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 will present monthly Family Engagement trainings (Reading strategies at home, Fresno State Bulldog Bound, and importance of attendance)
- Parent/Family Decorating Team (Back to school, Holidays, Special Occasions, Motivational Posters-Examples upcoming testing weeks)
- Quarterly Family Dances- examples=Halloween/Fall, Square Dance, Valentine's Dance, 6th Grade Dance
- Favorite person day (celebrate by having "muffins w/mom", "treat with teachers", etc.
- Panther Club/Parent Room/T-shirts for engagement
- Parent engagement room (engage students at recess or reach out to other parents-parent outreach)

Section D: 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.

SSC:

SSC, ELAC, STaff suggested the following:

- Parent/Family Decorating Team (Back to school, Holidays, Special Occasions, Motivational Posters-Examples upcoming testing weeks)
- Quarterly Family Dances- examples=Halloween/Fall, Square Dance, Valentine's Dance, 6th Grade Dance
- Favorite person day (celebrate by having "muffins w/mom", "treat with teachers", etc.
- Panther Club/Parent Room/T-shirts for engagement
- Parent engagement room (engage students at recess or reach out to other parents-parent outreach)

ELAC:

SSC, ELAC, STaff suggested the following:

- Bulldog Bound, and importance of attendance)
- Parent/Family Decorating Team (Back to school, Holidays, Special Occasions, Motivational Posters-Examples upcoming testing weeks)
- Quarterly Family Dances- examples=Halloween/Fall, Square Dance, Valentine's Dance, 6th Grade Dance
- Favorite person day (celebrate by having "muffins w/mom", "treat with teachers", etc.
- Panther Club/Parent Room/T-shirts for engagement
- Parent engagement room (engage students at recess or reach out to other parents-parent outreach)

Staff:

SSC, ELAC, STaff suggested the following:

- Parent/Family Decorating Team (Back to school, Holidays, Special Occasions, Motivational Posters-Examples upcoming testing weeks)
- Quarterly Family Dances- examples=Halloween/Fall, Square Dance, Valentine's Dance, 6th Grade Dance
- Favorite person day (celebrate by having "muffins w/mom", "treat with teachers", etc.
- Panther Club/Parent Room/T-shirts for engagement
- Parent engagement room (engage students at recess or reach out to other parents-parent outreach)

Action 1 :

Student Academic/SEL Support & Inclusive Family Oppty

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.
- One full time Home School Liaison 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 Liaison 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 will present monthly Family Engagement trainings (Reading strategies at home, Fresno State Bulldog Bound, and importance of attendance)
- Parent/Family Decorating Team (Back to school, Holidays, Special Occasions, Motivational Posters-Examples upcoming testing weeks)
- Quarterly Family Dances- examples=Halloween/Fall, Square Dance, Valentine's Dance, 6th Grade Dance
- Favorite person day (celebrate by having "muffins w/mom", "treat with teachers", etc.
- Panther Club/Parent Room/T-shirts for engagement
- Parent engagement room (engage students at recess or reach out to other parents-parent outreach)
- Participate as a Sunnyside Region in Success Together. This parent/community strategy will be used to support inclusive opportunities for family.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

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.

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

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.

As a site: What are the planned actions to support this student group?

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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through Climate and Culture surveys and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through Climate and Culture surveys and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Engagement participation data will be analyzed by looking at the Culture and Climate Surveys and a plan of support will be developed for students who lacking experiences.

Outcomes measure through Climate and Culture surveys and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

2025-2026 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 and babysitting for meetings and parent participation activities +G1A2 support.	2,063.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation + G1A2 support *no food, no incentives*	720.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Teacher sub release for SST/IEPS/parent meeting (EL) + G1A2 support	15,958.00

\$18,741.00

2025-2026 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 for tutoring or professional learning or PLC work- *NO IEPs*	15,592.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows for intervention support	34,858.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books & references materials such as: AR, IXL, Reflex math, studies weekly, other learning programs/materials + support for G1A3 actions	14,387.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher sub release for PL + G1A3 support	16,282.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support G1A1 and G1A2	46,932.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology such as but not limited to: student devices, headphones, chargers, etc.	17,732.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier maintenance	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for our English Learners	1,102.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows for intervention support	49,878.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher sub release to analyze data, plan for EL support, and instruction for EL students.	9,541.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors + support of G1A1	12,260.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Extra pay contract for teachers to provide tutoring for EL students Extra pay for teacher PL or PLC engage in data analysis, learn new content, and plan for EL student support.	7,356.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct maintenance to support G1A1 and G1A3	11,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		63,935.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0202		771.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4173		15,959.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Actions to improve school climate & culture staff celebrations + G1A1 and G1A3 support(material/supplies)	35,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating and babysitting for meetings and parent participation activities +G1A2 support.	2,063.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent participation + G1A2 support *no food, no incentives*	720.00
G5A1	Sup & Conc	Instruction	Teacher-Subs			Teacher sub release for SST/IEPS/parent meeting (EL) + G1A2 support	15,958.00

\$377,994.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,620.00
Sup & Conc	7090	\$214,278.00
LCFF: EL	7091	\$96,096.00
Grand Total		\$377,994.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$243,588.00
G3 - Increase student engagement in their school and community	\$80,665.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$35,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$18,741.00
Grand Total	\$377,994.00