

Aynesworth Elementary

10621666006076

Principal's Name: Cha Vang

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Cha Vang	X				
2. Parent member & Chairperson - Hermila Rodriguez				X	
3. Parent member & Vice Chairperson – Yesenia Lara				X	
4. Staff member & Secretary- Sofia Rios Ruiz			X		
5. Teacher Member – Kou Moua		X			
6. Teacher Member – Aleida Toribio		X			
7. Teacher Member – Felipe Lemus		X			
8. Parent Member & PAC Representative – Nasllely Hernandez				X	
9. Parent Member – Rosenda Lopez				X	
10. Parent Member – Paola Valadez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ 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		4/9/26
SSC Chairperson	Hermila Rodriguez		4/9/26

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

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

FY 2026/27

Aynesworth - 0025

ON-SITE ALLOCATION

3010	Title I	\$63,618 *
7090	LCFF Supplemental & Concentration	\$180,480
7091	LCFF for English Learners	\$78,200

TOTAL 2026/27 ON-SITE ALLOCATION

\$322,298

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,844
Program Budget	\$61,774
Total Title I Allocation	\$63,618

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Aynesworth Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		8.3 %	2024-2025	9.4 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		42.9 %	2024-2025	44 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		50.8 %	2025-2026	51.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.1 %	2025-2026	48.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		56.6 %	2025-2026	57.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		61.4 %	2025-2026	62.5 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		31.4 %	2025-2026	32.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		59.7 %	2025-2026	60.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51 %	2025-2026	52.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		77.4 %	2025-2026	78.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.3 %	2025-2026	64.4 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		21.9 %	2025-2026	23 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-74.2 pts	-80.2 pts	2024-2025	-65.2 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		18.8 %	2024-2025	23.8 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-76.3 pts	-80 pts	2024-2025	-65 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		17.8 %	2024-2025	22.8 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	24.3 %	18.6 %	2025-2026	18 %	↓

Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain		99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	80.5 %	86 %	2025-2026	87.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate - (Hispanic)		4.5 %	2024-2025	4.17 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		4.3 %	2024-2025	3.97 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		7.1 %	2024-2025	6.77 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	1.57 %	1.8 %	2025-2026	1.47 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

POP#1 :ELA iReady and SBAC

Literacy instruction is not consistently aligned to grade level standards, foundational reading skills, and targeted intervention, resulting in gaps in phonics, fluency, and comprehension growth on iReady diagnostics. Instruction does not consistently provide students with opportunities to read complex texts, engage in academic discourse, and write from sources, resulting in gaps in comprehension and SBAC ELA performance.

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

POP #2: Math iReady and SBAC

Math instruction is not consistently aligned to grade-level standards rigor and conceptual problem solving, leading to gaps in student fluency, reasoning, and performance on iReady diagnostics. Math instruction does not consistently provide opportunities for students to build fluency, engage in mathematical discourse, and apply the Mathematical Practice Standards in problem solving, resulting in gaps in SBAC math readiness.

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

POP#3: English Learners and ELPAC

Students do not have consistent access to both designated and integrated ELD instruction. Teachers and students are not familiar with EL standards at a high rigor, ELPAC assessment of language and domain area expectations.

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

POP# 4: Attendance and Chronic Absenteeism

Students are frequently absent, tardy, or picked up early, resulting in lost instructional time and contributing to chronic absenteeism. When students are present at school, some students are unavailable for instruction because they are out of the classroom in the office or other locations.

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

POP #5: Climate/Culture Surveys: Staff, Students, and Parents

Staff, students, and families are not consistently engaged in systems/activities that build connection, recognition, and belonging within the school community.

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

- Literacy instruction is not consistently aligned to grade level standards, foundational reading skills, and targeted intervention, resulting in gaps in phonics, fluency, and comprehension growth on iReady diagnostics. Instruction does not consistently provide students with opportunities to read complex texts, engage in academic discourse, and write from sources, resulting in gaps in comprehension and SBAC ELA performance.
- Math instruction is not consistently aligned to grade-level standards rigor and conceptual problem solving, leading to gaps in student fluency, reasoning, and performance on iReady diagnostics. Math instruction does not consistently provide opportunities for students to build fluency, engage in mathematical discourse, and apply the Mathematical Practice Standards in problem solving, resulting in gaps in SBAC math readiness.
- Students do not have consistent access to both designated and integrated ELD instruction. Teachers and students are not familiar with EL standards at a high rigor, ELPAC assessment of language and domain area expectations.
- Students are frequently absent, tardy, or picked up early, resulting in lost instructional time and contributing to chronic absenteeism. When students are present at school, some students are unavailable for instruction because they are out of the classroom in the office or other locations.
- Staff, students, and families are not consistently engaged in systems/activities that build connection, recognition, and belonging within the school community.

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. Need consistent and daily reading, writing, speaking, and listening in all classrooms daily
2. EL students need consistent access to designated and integrated ELD
3. Need RTI for reading and math based on student data
4. Teacher planning time to develop action plans for each POP above
5. Need additional student engagement activities that improve attendance and lowers suspensions/discipline

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

English Language Arts and Intervention

Fully Implemented

Actions were fully implemented but there was a lack of consistent planning and monitoring

English Learner Progress

Partially Implemented

Inconsistent implementation of designated and integrated ELD- lack of consistent data monitoring

Math Instruction and Intervention

Partially Implemented

Inconsistent implementation of math intervention, lack of action plan and lack of consistent monitoring (data)

Goal 2 -Student centered and real-world learning experiences

Fully Implemented

Students participated in all opportunities

Student Engagement, Attendance, and School Connections

Partially Implemented

Some activities were implemented but there was a lack of consistency, monitoring, and follow-up

Team building and Group/Staff Cohesion

Partially Implemented

Partially implemented- lack of staff participation

Student Academic/SEL Support & Inclusive Family Opportunities

Partially Implemented

Partially implemented- lack of parent participation

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

English Language Arts and Intervention

Partially Effective

Lack of consistent data monitoring

English Learner Progress

Partially Effective

Lack of consistent ELD instruction and lack of consistent data monitoring.

Math Instruction and Intervention

Partially Effective

Inconsistent math intervention and teachers lacking sufficient teaching strategies

Data used: classroom teachers supported differentiated math intervention during intervention time. Afterschool program supported math homework completion. Math tutoring was provided by certain teachers based on student data.

Goal 2 -Student centered and real-world learning experiences

Effective

Despite lower participation rates, actions were still effective

Data used: All students participated in learning and goal 2 field trips.

Student Engagement, Attendance, and School Connections

Effective

Despite lower participation rates, actions were still effective.

Data Used: Students had opportunities to engage in extra curricular activities such as lunch time sports, afterschool sports, clubs such as cheer,etc. For attendance- bi-monthly meetings with parents were scheduled and office ensured that parents attended and plans to improve attendance were developed and discussed.

Team building and Group/Staff Cohesion

Partially Effective

Despite lower participation rates, actions were still effective

Despite lower participation rates, actions were still effective

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.

- Provide the following:
- 1. Reading, writing, speaking, and listening in all classrooms daily
 - 2. Quarterly grade level planning days to develop action plans for each POP
 - 3. AR schoolwide and supported by ASP
 - 4. Provide consistent math intervention at tier 2
 - 5. Develop plan for consistent use of write tools strategies for all classroom- ensure horizontal and virtical alignmnet
 - 6. ASP will support with iReady reading and math "my path"
 - 7. ASP will support with Math Fluency activites/games from guidance documents

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:	ELAC:	Staff:
Reading, writing, speaking, and listening in all classrooms daily 2. Quarterly grade level planning days to develop action plans for each POP 3. AR schoolwide and supported by ASP 4. Provide consistent math intervention at tier 2 5. Develop plan for consistent use of write tools strategies for all classroom- ensure horizontal and virtical alignmnet 6. ASP will support with iReady reading and math "my path" 7. ASP will support with Math Fluency activites/games from guidance documents	Reading, writing, speaking, and listening in all classrooms daily 2. Quarterly grade level planning days to develop action plans for each POP 3. AR schoolwide and supported by ASP 4. Provide consistent math intervention at tier 2 5. Develop plan for consistent use of write tools strategies for all classroom- ensure horizontal and virtical alignmnet 6. ASP will support with iReady reading and math "my path" 7. ASP will support with Math Fluency activites/games from guidance documents	Reading, writing, speaking, and listening in all classrooms daily 2. Quarterly grade level planning days to develop action plans for each POP 3. AR schoolwide and supported by ASP 4. Provide consistent math intervention at tier 2 5. Develop plan for consistent use of write tools strategies for all classroom- ensure horizontal and virtical alignmnet 6. ASP will support with iReady reading and math "my path" 7. ASP will support with Math Fluency activites/games from guidance documents



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts and Intervention: iReady and SBAC

Action Details

Early Literacy

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.
- Teachers will ensure that students engage in reading, writing, speaking, and listening every day in all classrooms (plan will be developed by grade level PLC at the beginning of the year and monitored/adjusted at each quarterly planning day- to include guided reading as needed, horizontal and vertical alignment of Write Tools strategies, and differentiated reading support).
- Instructional practices will align with Teacher Clarity and FUSD Goals and Guardrails (specifically Early Literacy and Literacy Intervention)to include students engaged in grade level state standards 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/FSAs/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 (with possible 1-6 pull-out Teaching Fellow support). If site early literacy funds allow- para/TF support may possibly be provided for push in support for grades K-3.
- 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 flexible intervention groups based on student needs (data).
- Teachers will monitor and support Literacy Intervention students in grades 3-6 to meet distict goal #2 (Litercay intervention- 80% stretch for 3rd grade and 45-65pts DFS growth).
- Teachers in grades 1-6 will be supported by pull-out Teaching Fellows as teachers provide strategic reading instruction based on data such as iReady/DIBELS M-class
- California Teaching Fellows will assist grades 1-6 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 1-6 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 from classroom teachers.
- During the K-6 intervention block, students will be given time and support as they practice ELA skills through iReady "My Path" (Action plans will be developed by grade level PLCs)
- Student needs will be determined through analysis of iReady, Kinder Assements, 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.
- Quarterly grade level planning days will be calendared to develop action plans that support the identified problem of practices.
- ASP will support ready with AR
- ASP will support iReady "my path"
- ASP and school will host at least 1 literacy night per semester

Direct Instructional Services

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 district adopted curriculum, Early Literacy Grant Initiative (LCRSET), computers/technology, district and site instructional licenses, leveled readers, 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.
- Teachers will monitor and support Literacy Intervention students in grades 3-6 to meet district goal #2 (Literacy intervention- 80% stretch for 3rd grade and 45-65pts DFS growth).
- 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, Aynsworth will support English Learners by purchasing online platforms like AR, or other supplemental programs for 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
- Funds will be allocated to help teachers with ELPAC assessment.
- Continue to have the After School EL tutoring to support K-6 EL Students that have not re-designated yet if available by the district.
- Implementation of the District Adopted Curriculum
- 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?

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 1-6 (with possible paras in grades PreK-1 if early literacy funds available).
- 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 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement Opportunities:

- Monthly Parent newsletter
- Parent Square Communication
- Parent Conferences
- Parent workshops
- Literacy nights
- SST/IEP meetings
- Parent volunteer opportunities

Professional Learning

Describe Professional Learning related to this action.

- Teachers will engage in the following PL oppoertunities:
- Reading (foundational skills, intervention/differentiated instruction, guided reading, AR)
 - Writing (Write Tools strategies- horizontal and vertical alignment and expectations, Writing to prompts aligned to SBAC , etc.)
 - 1 planning day per quarter for backwards mapping of essential standards

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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

Progress Monitoring of student data across Multiple data sets

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

Monitor iReady My Path and iReady Progress - D2 40% stretch and D3 80% stretch

Monitor CFAs, FSA, IABs

Octcomes 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:

Outcomes measured by growth from assessment to assessment

Conduct classroom walks/visits and provide feedback to teachers

Monitor for evidence of Teacher clarity in all classrooms

Progress Monitoring of student data across Multiple data sets

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

Monitor iReady My Path and iReady Progress - D2 40% stretch and D3 80% stretch

Monitor CFAs, FSA, IABs

Octcomes monitored by Principal, VP, Coach, 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.

SBAC Results: decrease the distances from Standard (DFS) 45-65 pts.

Outcomes measured by distance from standard

Outcomes monitored by Principal, VP, Coaches, Teachers

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Learner Progress: ELPAC

Action Details

Literacy Intervention

Aynesworth Elementary school will continue to implement intervention supports for teaching English Language learners:

- Professional Learning will be provided to teachers regarding Teacher Clarity and ELD 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 aligned to district Goals & Guardrails.
- 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.
- Teachers will ensure that students engage in reading, writing, speaking, and listening every day in all classrooms (plan will be developed by grade level PLC at the beginning of the year and monitored/adjusted at each quarterly planning day.
- Students will receive additional intervention support through computer integrated software programs.
- Home school liaison support, teacher sub release time, materials, technology, and supplies will be provided to support instruction and student learning.
- Funds to support teachers/staff with ELPAC assessment.

Direct Instructional Services

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/supplies and personnel include, but are not limited to,: funds to support teachers/staff with ELPAC assessment, sub release for planning, 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, Aynsworth 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement Opportunities:

- Monthly Parent newsletter
- Parent Square Communication
- Parent Conferences
- Parent workshops
- Literacy nights
- SST/IEP meetings
- Parent volunteer opportunities

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning will be provided to teachers regarding Teacher Clarity and ELD Intervention for students who have been continuously enrolled for 5 or more years and have not re-designated or who have met the borderline criteria for re-designation.
- Teachers will engage in at least 1 planning day per quarter

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

Progress Monitoring of student data across Multiple data sets

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.

Progress Monitoring of student data across Multiple data sets

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

Outcomes measured by distance from standard 45-65pts

Outcomes monitored by Principal, VP, Coaches, Teachers

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math and Intervention:iReady and SBAC

Action Details

College & Career Readiness

- 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.
- Teachers will ensure that Teacher Clarity is evident in classrooms and students engage in reading, writing, speaking, and listening every day in all classrooms (plan will be developed by grade level PLC at the beginning of the year and monitored/adjusted at each quarterly planning day.
 - Math instruction and teacher PL will align with district Goals & Guardrails.
 - 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" as need- grade level PLCs will meet quarterly develop action plans to support student math needs.
 - 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, FSAs, 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, 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.
 - ASP will Provide math foundational skills support and math fluency activities/games to support math.
 - ASP will support with iReady math "my path"

Direct Instructional Services

- 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 montlly SST meetings & IEP Meetings
- Implementation of the District Adopted Curriculum/ guidance documents
- Small group instruction in the classroom during intervention time/differentiated support time.
- An after school tutorial center will be provided to selected students to provide support and assistance with homework. Supplemental contracts will be provided for classified and certified staff to assist student in the tutorial 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 Mathematic skills in K-6th grade. Students scoring below grade level in Math will have small group instruction focused on gaps in math and grade level standards. These interventions will be intentionally planned to meet the assessed needs of each group by teachers. With the Title I Funding will, we are committed to purchasing materials will include but are not limited to computers and technology/software for example, Reflex Math, paper, pencils, classroom supplies, and substitute teachers to release teachers for observations and planning in Math.

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

Using 7090/7091 funding, Aynsworth 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 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement Opportunities:

- Monthly Parent newsletter
- Parent Square Communication
- Parent Conferences

- Parent workshops
- Literacy nights
- SST/IEP meetings
- Parent volunteer opportunities

Professional Learning

Describe Professional Learning related to this action.

- Teachers will ensure that Teacher Clarity is evidennt in classrooms and students engage in reading, writing, speaking, and listening every day in all classrooms (plan will be developed by grade level PLC at the beginning of the year and monitored/adjusted at each quarterly planning day.
- Teachers will engage in math instruction PL (Math strategies/math foundational skills) will align with district Goals & Guardrails.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

Progress Monitoring of student data across Multiple data sets

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

Monitor iReady My Path and iReady Progress - D2 40% stretch and D3 80% stretch

Monitor CFAs, FSA, IABs

Octcomes 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

Conduct classroom walks/visits and provide feedback to teachers

Monitor for evidence of Teacher clarity in all classrooms

Progress Monitoring of student data across Multiple data sets

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

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

Outcomes measured by distance from standard 45-65 pts

Outcomes monitored by Principal, VP, Coaches, Teachers

Monitor iReady My Path and iReady Progress - D2 40% stretch and D3 80% stretch

Monitor CFAs, FSA, IABs

Octcomes monitored by Principal, VP, Coach, Teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated extra time- planning, contracts for student support G1A3 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	13,150.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching fellows G1A1	34,858.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books and Ref. materials G1A1	10,385.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Classified extra support/extra time- translators, safety etc.G3A1 **Budget lines for personnel include salaries and related benefits	4,648.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release for planning G1A1, G1A3, G2A1 **Budget lines for personnel include salaries and related benefits	32,266.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies for ELA and Math- G1A3, G2A1, G3A1	46,509.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology, Equip, AR licenses as needed-G1A3	17,732.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance-G1A1, G1A3	1,668.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maint G1A3	11,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics- G1A3 as well	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher sub release to analyze data, plan for EL support, and instruction for EL students. **Budget lines for personnel include salaries and related benefits	9,549.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Support for teachers/staff for ELPAC assessment + support of G1A1 **Budget lines for personnel include salaries and related benefits	7,362.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for our English Learners	11,411.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows for intervention support G1A1	49,878.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for ELA and Math-G1A3, G2A1 *No Food or Incentives*	577.00

\$255,993.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement, Attendance, and Suspensions: Attendance/Chronic Absenteeism and Climate Surveys for Students

Action Details

Early Literacy

- One full time Resource Counseling Assistant will provided SEL counseling support to students to promote behavioral success & school connectedness.
- Provide "All for Youth" services on campus for students who qualify
- RCA will additionally provide support and resources to families to support student SEL growth.
- 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 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 RCA 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.
- Address student lack of motivation
- Provide incentives that are meaningful; for students who are making bad choices
- Start afterschool detention allocate time. 'study group' K-6th

Direct Instructional Services

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

- Provide 1 Resource Counseling Assistants to support students across all grade levels in a variety of capacities utilizing budget 7090.
- NTA training/support
- Classified extra time/NTA time to increase safety and SEL support for students (radios/safety equipment included)
- Utilize approved categorical budgets: 7090, 3010, 7091, for materials and supplies: technology, tablets/computers, paper, pencils, journals, as well as any other materials to support all students and families.
- Purchase Orders: to any approved vendor to support student achievement.
- Professional development will be available to certificated staff through conferences and extended learning opportunities (to included PLI implementation)
- Materials/Supplies/Technology/Software: Technology, equipment, and classroom materials/supplies to include the purchase of additional tablets/computers, software, printer ink, notebooks, paper, pencils, pens, markers, poster maker paper, poster paper, and other related instructional materials for teachers and students.
- Purchase materials and supplies to support student achievement in reading, writing, and math - journals, paper, pencils, from budgets 7090, 7091, and 3010.

- Fund 1 RCA to help keep kids connected during unstructured times and offer a caring adult for a cool down room with emphasis on students in significant subgroups.
- 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 will support English learners in red in either chronic absenteeism and suspension rates.

Schoolwide:

Chronic absenteeism: Needs to decrease and meet metric goal

Suspension rate: Needs to decrease and meet metric goal

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/plan 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,
- Monitor English Language Learners to keep them 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
- SST Support

Student Groups

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

• **Students with Disabilities (SWD):Suspension rate**

- Participation and attendance rates for engagment activities to minimize behavior incidents
- Monitor SWD students to support progress towards IEP goals and needs.
- Through the IEP process, identify students with chronic absences and misbehaviors to provide support services.
- Procide Resources for parents of SWD students
- Communications in Primary Language if needed during IEP meetings
- Home School Liaison/Translators
- IEP Support
-

• **Socio-economically Disadvantaged (SED):Suspension rate**

- Participation and attendance rates for engagment activities to minimize behavior incidents
- Monitor SED students to support progress towards IEP goals and needs.
- Through the STS/SST process, identify SED students with chronic absences and misbehaviors to provide support services.
- Procide Resources for parents of SED students
- Communications in Primary Language if needed during STS/SST meetings
- Home School Liaison/Translators
- IEP Support
-

• **Hispanic (HI):**

- Monitor EL student population for chronic and severe chronic absenteeism rate,
- Participation and attendance rates for engagment activities.
- Monitor English Language Learners to keep them 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
- SST Support

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

• **Students with Disabilities (SWD):Suspension rate**

- Participation and attendance rates for engagment activities to minimize behavior incidents
- Monitor SWD students to support progress towards IEP goals and needs.

- Through the IEP process, identify students with chronic absences and misbehaviors to provide support services.
- Provide Resources for parents of SWD students
- Communications in Primary Language if needed during IEP meetings
- Home School Liaison/Translators
- IEP Support
-

Socio-economically Disadvantaged (SED):Suspension rate

- Participation and attendance rates for engagement activities to minimize behavior incidents
- Monitor SED students to support progress towards IEP goals and needs.
- Through the STS/SST process, identify SED students with chronic absences and misbehaviors to provide support services.
- Provide Resources for parents of SED students
- Communications in Primary Language if needed during STS/SST meetings
- Home School Liaison/Translators
- IEP Support
-

Hispanic (HI):

- Monitor EL student population for chronic and severe chronic absenteeism rate,
- Participation and attendance rates for engagement activities.
- Monitor English Language Learners to keep them 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
- SST Support

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

Students with Disabilities (SWD):Suspension rate

- Participation and attendance rates for engagement activities to minimize behavior incidents
- Monitor SWD students to support progress towards IEP goals and needs.
- Through the IEP process, identify students with chronic absences and misbehaviors to provide support services.
- Provide Resources for parents of SWD students
- Communications in Primary Language if needed during IEP meetings
- Home School Liaison/Translators

- IEP Support
-

Socio-economically Disadvantaged (SED):Suspension rate

- Participation and attendance rates for engagment activities to minimize behavior incidents
- Monitor SED students to support progress towards IEP goals and needs.
- Through the STS/SST process, identify SED students with chronic absences and misbehaviors to provide support services.
- Procide Resources for parents of SED students
- Communications in Primary Language if needed during STS/SST meetings
- Home School Liaison/Translators
- IEP Support
-

Hispanic (HI):

- Monitor EL student population for chronic and severe chronic absenteeism rate,
- Participation and attendance rates for engagment activities.
- Monitor English Language Learners to keep them 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
- SST Support

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide parents/families with information and opportunities to engage with student activities.

Family engagement Opportunities:

- Monthly Parent newsletter
- Parent Square Communication
- Parent Conferences
- Parent workshops
- Literacy nights
- SST/IEP meetings

- Parent volunteer opportunities

Professional Learning

Describe Professional Learning related to this action.

NA

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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 Behavior/Attendance 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 Behavior/Attendance 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 EOY Behavior/Attendance reports and a plan of support will be developed for students who lacking experiences.

Outcomes measure through ATLAS Behavior/Attendance reports and site-based surveys

Outcomes monitored by Principal, VP, Coaches, Teachers

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Aynesworth school will continue to enhance music and arts education by expanding the performing arts program. This program supports whole-child development and strengthens academic learning through creativity, movement, and critical thinking. Bringing performing arts into the curriculum helps students practice language and presentation skills, think more critically, and engage more meaningfully with their learning.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Students will engage in Band, Strings, and Choir
- Students will engage in integrated arts lessons with Ms. Prescott
- Students will have opportunities to do performing arts beginning with readers theater and extending to drama/plays/skits
- Materials/supplies, instruments, arts supplies, drama props, cafe stage set-up/painting, staging equipment for performing arts, etc will be purchased to support arts integration, visual arts, music, and performing arts

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.

- EL students will engage in Band, Strings, and Choir
- EL students will engage in integrated arts lessons with Ms. Prescott
- EL students will have opportunities to do performing arts beginning with readers theater and extending to drama/plays/skits

Student Groups

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.
Arts will be showcased for parents/families at: Open House, Literacy night, Arts showcase night, etc.

Professional Learning

Describe Professional Learning related to this action.
NA

Progress Monitoring: Outcomes

Reasoning for using this action:	☒ Strong Evidence
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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.

-
- Students actively participate in music, arts, and performing arts/drama- students express excitement, interest, and enjoyment.
 - Measured by: teacher observations, attendance records, and student surveys.
 - Monitored by: the music teachers, art/drama teacher and site administrators
 - Additional indicators may include higher participation in related clubs, events, or performances.

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.

-
- Students show stronger engagement and language development through performing arts activities and music performances
 - Increased attendance and motivation
 - Measured by: teacher observations
 - Monitored by: the music/arts teacher and classroom 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.

-
- The school promotes a positive, inclusive atmosphere where music and the arts are valued, and students feel a strong sense of belonging and pride.
 - Measured by: school climate surveys, attendance data, and family engagement information.
 - Monitored by: site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0025 Aynesworth Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	PERSACTHST – CHANGE: VR 1078465 - Rojas,Karla: TERM 03/13/2026 **Budget lines for personnel include salaries and related benefits	66,305.00

\$66,305.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Team building and Group/Staff Cohesion: Climate Surveys for Staff

Action Details

Effective Staff

- 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 certificated and 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 to ensure alignment to district Goals & Guardrails- revised if needed
 2. Select a theme for the year to support the school cohesion= "Readers Today, Leaders Tomorrow"
 3. Teacher recognition activities
 4. Continue Sunshine club
 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 fellows/classified/ASP staff in school activities when possible
 7. Continue ALL staff celebrations possibly each quarter: donuts for all staff
 8. New Aynsworth T-Shirts for staff at the beginning of the year to promote team building.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement Opportunities:

- Monthly Parent newsletter
- Parent Square Communication
- Parent Conferences
- Parent workshops
- Literacy nights
- SST/IEP meetings
- Parent volunteer opportunities

Professional Learning

Describe Professional Learning related to this action.

Teachers will engage in at least 1 planning day per quarter to include CCT agenda topics and SEL.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Support & Inclusive Family Opptys: Climate Surveys for Parents

Action Details

Community Engagement

- Aynesworth will support the social emotional health and well-being of students and increase inclusive opportunities for families to engage in their students' education.
- Home School Liaison will support home-school communication to provide support and resources that increase inclusive opportunities for families.
 - RCA 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, esp. during unstructured times such as recess or lunch.
 - 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.

Direct Instructional Services

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 RCA
- Communication between RCA and parent to provide information on how to help their child.

All for Youth Services for students who qualify.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement Opportunities:

- Monthly Parent newsletter
- Parent Square Communication
- Parent Conferences
- Parent workshops
- Literacy nights
- SST/IEP meetings
- Parent volunteer opportunities

Professional Learning

Describe Professional Learning related to this action.

Teachers will engage in 1 planning day per quarter.

Progress Monitoring: Outcomes

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

2026-2027 Budget Detail for Schools

State/Federal Dept 0025 Aynesworth Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0025	1110	1000	1160	Teacher-Supp					G1A1	Certificated extra time- planning, contracts for student support G1A3 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	13,150.00
060	3010	0025	1110	1000	4300	Mat & Supp					G1A3	Materials and supplies for ELA and Math-G1A3, G2A1 *No Food or Incentives*	577.00
060	3010	0025	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : CA Teaching fellows G1A1	34,858.00
060	3010	0025	1110	2420	4200	Bks & Ref					G1A1	Books and Ref. materials G1A1	10,385.00
060	3010	0025	1110	2495	2260	Cls Sup-Sup					G1A1	Classified extra support/extra time- translators, safety etc.G3A1 **Budget lines for personnel include salaries and related benefits	4,648.00
030	7090	0025	1110	1000	1120	Teacher-Subs					G1A1	Sub release for planning G1A1, G1A3, G2A1 **Budget lines for personnel include salaries and related benefits	32,266.00
030	7090	0025	1110	1000	4300	Mat & Supp					G1A1	Material and supplies for ELA and Math- G1A3, G2A1, G3A1	46,509.00
030	7090	0025	1110	1000	4400	Nc-Equipment					G1A1	Technology, Equip, AR licenses as needed-G1A3	17,732.00
030	7090	0025	1110	1000	5633	Copier Maint					G1A1	Copier Maintenance-G1A1, G1A3	1,668.00
030	7090	0025	1110	1000	5723	Direct-Maint					G1A1	Direct maint G1A3	11,000.00
030	7090	0025	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics- G1A3 as well	5,000.00
030	7090	0025	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	(New/Open Position)	0.7500	G2A1	PERSACTHST – CHANGE: VR 1078465 - Rojas,Karla: TERM 03/13/2026 **Budget lines for personnel include salaries and related benefits	66,305.00
030	7091	0025	4760	1000	1120	Teacher-Subs					G1A2	Teacher sub release to analyze data, plan for EL support, and instruction for EL students. **Budget lines for personnel include salaries and related benefits	9,549.00
030	7091	0025	4760	1000	1160	Teacher-Supp					G1A2	Support for teachers/staff for ELPAC assessment + support of G1A1 **Budget lines for personnel include salaries and related benefits	7,362.00
030	7091	0025	4760	1000	4300	Mat & Supp					G1A2	Materials and supplies for our English Learners	11,411.00
030	7091	0025	4760	1000	5110	Subagreements					G1A2	California Teaching Fellows Foundation : California Teaching Fellows for intervention support G1A1	49,878.00

\$322,298.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,618.00
Sup & Conc	7090	\$180,480.00
LCFF: EL	7091	\$78,200.00
Grand Total		\$322,298.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$255,993.00
G2 - The Whole Child (SEL and Engagement)	\$66,305.00
Grand Total	\$322,298.00