

Ayer Elementary

10621666101091

Principal's Name: Lynn Rocha-Salazar

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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

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

Consolidated Program Assurances



The School Site Council (SSC) develops and revises the Single 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 subgroups 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 (DAC and 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 Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lynn Rocha-Salazar	X				
2. Chairperson - Jacqueline Sims-Esquivel		X			
3. Claudia Brown				X	
4. Brittany Caudell				X	
5. Charae Haynes				X	
6. Errin Topolovec		X			
7. Dalia Valencia			X		
8. Jennifer Ward		X			
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 2/26/19 (vote not possible)

Required Signatures

School Name: Ayer 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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lynn Rocha-Salazar		3-14-19
SSC Chairperson	Jacqueline Sims-Esquivel		3-14-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$60,160 *
7090	LCFF Supplemental & Concentration	\$217,100
7091	LCFF for English Learners	\$65,532
TOTAL 2019/20 ON-SITE ALLOCATION		\$342,792

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,920
Remaining Title I funds are at the discretion of the School Site Council	\$58,240
Total Title I Allocation	\$60,160

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Ayer Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.374 %	3.646 %	2017-2018	10.646 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.068 %	33.889 %	2017-2018	40.889 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27 %	29.526 %	2017-2018	36.526 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-137.4 pts	2017-2018	-122.4 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-153.7 pts	2017-2018	-138.7 pts

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

5th grade received training and coaching on adopted ELA curriculum (Wonders). Two of the three teachers were new to the new school and grade level.

Teachers continued process of identifying essential standards, learned to write learning targets, creating and used common formative assessments- a minimum of one standard per quarter.

Daily Tier 1 ELA Instruction on grade level (120 minutes includes whole class and small group instruction for differentiation).

1st through 6th grade utilized certificated tutors for 45 minutes a day Monday through Thursday for literacy intervention.

Kindergarten students were identified by teachers and received tutoring from classified aides after school Tuesdays, Wednesdays, and Thursdays.

Teachers met weekly in PLCs to answer four guiding questions in ELA around Common Formative Assessments highlighting the outcomes for African-American, English Learner and SPED students.

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

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

As per data available on PowerBI (i.e. not meeting) and CADashboard (i.e. distance from 3).

- SWD 54/56 or 96.4 % Not Meeting; 137.4 points below level 3, maintained by 2.8 points
- AA 32/42 76.2% Not Meeting; 77.9 points below level 3, increased by 41.8 points
- EL 78/84 92.9% Not Meeting; 60.2 points below level 3, increased by 6.4 points
- Hispanic 160/234 68.4% not meetings 58.2 points below level 3, increased by 11.7 points.
- Overall 33.9% of students met ELA standards 122/360

Not all teachers consistently utilized and implemented ELD resources in adopted curriculum.

Not all teachers had access to a diagnostic or progress monitoring tool to inform small group instruction about student needs (e.g. skills)

19.2% of African American students were suspended at least once; this was an increase of 9.3%.

Some grade levels continued to use online curriculum embedded assessments and resources.

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

Implementation of Go! Math adopted curriculum.

Daily Tier 1 Math Instruction on grade level (90 minutes includes whole class and small group instruction for differentiation).

Continued the process of identifying essential standards, writing learning targets, created and used common formative assessments- a minimum of one standard per quarter.

3rd and 4th grade teachers received math coaching from district math coaches starting in October 2017 to May 2018.

Some grade levels utilized online Go! Math assessment and resources through Think Central online.

Teachers met weekly in PLCs to answer four guiding questions in math around Common Formative Assessments highlighting the outcomes for African-American, English Learner and SPED students.

EL Reclassification Rate (All grade levels)

School site collaborated with district English Learner Services to review designated and integrated ELD time and curriculum embedded resources.

2nd and 6th grade utilized certificated tutors for designated ELD time 45 minutes a day Monday through Thursday.

5th grade utilized small group instruction and centers with Wonders leveled readers.

1st and 3rd grade implemented an ELD designated block during their instructional day outside of the ELA core instruction block.

4th grade implemented 30 minutes, 5 days a week of designated time through deployment.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Mild/Moderate teachers were trained and implemented Wonders Works.

Teachers participate in site and district Professional Learning Communities.

SPED teachers meet with the principal to discuss smart goals and progress toward goals four times during the school year highlighting the outcomes for African-American, English Learner and SPED students.

SBAC Math Distance from Level 3 (Students w/Disabilities)

SPED teachers have not had additional training in math.

Teachers participate in site and district Professional Learning Communities.

SPED teachers meet with the principal to discuss smart goals and progress toward goals four times during the school year highlighting the outcomes for African-American, English Learner and SPED students.

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

Not all teachers had access to a diagnostic or progress monitoring tool to inform small group instruction about needs (e.g. skills)

Teachers were not using math models and representations with consistency in most grade levels.

Math Intervention did not start until second semester of school and took place after school.

Professional learning was limited to the area of fluency in Kindergarten through 6th grade. Only 3rd and 4th grade teachers received math content professional learning on grade level standards and conceptual development.

19.2% of African American students were suspended at least once; this was an increase of 9.3%

EL Reclassification Rate (All grade levels)

We did not study this problem, but we can hypothesize that there is a need to develop EL students language skills in all academic areas. EL students did not consistently receive designated EL instruction across the grades.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Resource Specialty Program (RSP) students lost part of core instructional time due to RSP schedule.

Individualized Educational Plans goals written to grade level standards but instruction may not include appropriate scaffolds in support of students to reach the goal.

SBAC Math Distance from Level 3 (Students w/Disabilities)

Resource Specialty Program (RSP) students lost part of core instructional time due to RSP schedule.

Individualized Educational Plans goals written to grade level standards but instruction may not include appropriate scaffolds in support of students to reach the goal.

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

After School Tutoring

- At times it can be difficult to find teachers that want to tutor after school
- Transportation difficulties for students

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will include SPED teachers in math training as part of our AIMS partnership. These professional development opportunities will be listed in Action 3 under Goal 1.

The implementation of iReady will be adjusted in the classroom. As opposed to making it available as a center in the classroom, teachers have decided to monitor 15 minutes of online instruction whole class to ensure that all students complete 45 minutes each week.

We will ensure that SPED teachers also utilize this software and make it available to students in their classrooms.

RSP teacher will collaborate to ensure grade level instruction and will utilize Common Formative Assessment data to plan for instruction.

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

1 SSC:

Members of School Site Council were supportive of the work as outlined for Goal 1.

2 ELAC:

ELAC parents appreciated the work done in the area of math in regards to the AIMS collaboration and the district math coach support of the PDSA cycles in 3rd-6th grades. The parents were also asking how they can better serve their students at home and how the school can collaborate with parents to support them in that endeavor. Parents also wanted improved ways of learning of the programs offered at school.

3 Staff:

SBAC scores were shared with staff in August. Interim results were shared and discussed during grade level Smart Goal Conferences. CFA data results in ELA and student interviews in K-2 classrooms have also been reviewed. Third through sixth grade teachers wrote AIM statements over the course of the year and revised their AIM based on outcomes.

Action 1

Title: ELA Response to Intervention (RTI)

Action Details:

All students in grades 1-6 will be provided a daily 45 minute block of instruction for the purpose of intervention during English Language Arts with the use of small groups for the purpose of guided reading. Teacher identified Kindergarten students will receive a 45 minutes of intervention, three times a week after the regular school day. Students in grades 1 & 2 will be supported by two part-time certificated tutors utilizing Orton-Gillingham. Students in grades 3-6 will be supported by the classroom teacher in the use differentiated support through the use of technology and iReady Reading.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

All primary teachers will use the Wonders Phonics Survey, BAS and iReady to identify students for intervention and monitor student progress. Orton-Gillingham will be used to monitor progress for those in 1st and 2nd grade. 1-6 grade teachers will monitor student progress using data reports from iReady in the areas of phonics, phonemic awareness, fluency, vocabulary and comprehension.

Owner(s):

Teachers, Certificated Tutors, Administration

Timeline:

Beginning of year, mid year and end of year diagnostic will be completed on all students in grades 1-6. Bi-weekly data will be examined throughout the year. Data points include lesson completion and mastery.

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

BAS, iReady, Orton Gillingham, and Wonders Weekly Assessments will be used to monitor student progress in ELA

Owner(s):

Teachers, Certificated Tutors, Administration

Timeline:

BAS will be administered on a quarterly basis in first grade and quarterly starting in second quarter in Kindergarten. Certificated Tutors will communicate student progress with the classroom teacher at least once a month.

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

Owner(s):

Timeline:

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

Students in first through sixth grade will receive differentiated instruction daily utilizing Orton-Gillingham and/or iReady.

Teachers will utilize Wonders curriculum embedded resources and strategies to provide Integrated and Designated instruction for English Learners.

Two part time certificated tutors will support first and second grade students as part of our school wide Response to Intervention program with the use of Orton Gillingham.

Funds are allocated to purchase the software iReady reading required to provide this intervention daily in grades 3-6 through the use of technology.

Monthly Student Success Team Meetings will be held to support identified students in the area of health, attendance, social/emotional or academics. Subs will be provided for the RSP and GE classroom teacher in order for them to attend the meeting with the parent and admin team as scheduled during the school day.

Monthly IEP meeting days will be scheduled to review and monitor student progress toward goals.

Teachers have been trained on accessing Interim Assessment Blocks and will use them for students problem of the day or to assess math concepts in grades 3-6.

Ricoh Copier, rental/supplies/maintenance/toner will be provided in addition to other materials and supplies as needed in an effort to support the core curriculum.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

A daily 30 minute block of instruction will be provided to EL students to receive designated ELD instruction by the teacher. Teachers will submit a copy of their class schedule at the beginning of the school year.

Teachers will utilize ELPAC data to plan for instruction based on assessment results as administered by ELPAC assessors.

[Explain the actions for Parent Involvement \(required by Title I\):](#)

Parent Involvement will include the use of iReady at home. Learning to read reports and monitoring of student progress.

The Home School Liaison (.375 FTE) will be available to translate for Spanish speaking parents in the office, at meetings and during Parent Teacher Conferences to encourage parent participation in support of students' academic achievement. Other translators will be hired as needed for various meetings such as IEPs, Parent Teacher Conference week, SSTs and 504 Meetings as requested. This includes making home visits in an attempt to reach and contact parents as needed (mileage).

Parents will be included in SST meetings to plan and support students for increased academic and social emotional success.

Parent University meetings will support parents in learning the importance of attendance, the rigor of grade level standards, and how to support their students at home.

Primary students will receive literacy instruction using Orton-Gillingham as the intervention curriculum for identified students.

Students will participate in 45 minutes of intervention outside of the core instruction each day.

SPED case managers will collaborate with GE teachers to create more mainstreaming opportunities.

Mild/Moderate Teachers will access and utilize iReady reading with all students to provide a universal screener and differentiated online instruction.

[Describe Professional Learning related to this action:](#)

All teachers will be trained on incorporating the Culturally Responsive Teaching framework.

Quarterly professional development on ELD standards and implementation of Designated and Integrated instructional blocks.

All teachers will be supported on how to implement the use of iReady in their classroom. This will include the use of the diagnostics, assigning lessons, monitoring progress and using the online resources for small group instruction.

Third through sixth grade teachers will be paid for three days of summer planning. Two days will be focused on math and one day for ELA.

Kindergarten through 2nd grade will be paid for two days of Math training at AIMS. Teachers will be paid for two days of summer planning at the school site. One day will be focused on math and one day on ELA.

Action 2

Title: Implementation of Change Idea/MATH

[Action Details:](#)

We will support third through sixth grade teachers in the use of models and representations in math (mathematical practice #3) and run PDSA cycles throughout the year.

We will continue in a second year of piloting math strategies in support of building students understanding of math in grades K-2.

We will begin with year one of piloting math strategies in support of building students understanding of math in SPED students (4 teachers).

We are committed to providing technology for all students in grades 2-6 and will make the appropriate purchases to support the implementation of tools in math using technology.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Each team in grades 3-6 will be completing PDSA cycles each two to three weeks which includes various data points. Analysis will include samples of student work, student self assessment on levels of efficacy, teacher collected data from the lesson, and a teacher self assessment on their instruction utilizing a rubric based on work of Principles to Action.

Primary teachers will be utilizing an interview protocol for math 3 times over the course of the year and anecdotal records during their small group instruction in math.

Primary teachers grades K-2 will participate in 20 hours of math coaching provided by AIMS co-pilots.

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

Tier 1 -Students will receive math instruction daily as teachers implement their learning on the use of models and representations. They will analyze implementation results, adapt, adopt or abandon based on the results of PDSA test cycles for Tier 2. Tier 3 services will be provided by our RSP teacher, 2 aides, 2 part time certificated tutors and online using iReady.

Teachers will use a variety of manipulatives including, but not limited to the components provided in the Go Math curriculum. The use of models and representations will include the use of technology in grades 3-6.

Asupplemental contract will be created for a teacher to support colleagues in their use of technology and iReady software. Assistance is needed as we continue to purchase more students tablets for the classroom.

Materials and supplies include the use of such items as: dryerase, boards, dry erase markers, teaching charts, white boards, graph paper, post it notes, journals, geo boards, etc.

Supplemental Contracts will be used for teachers in grades K-6 for summer planning/training in math in order to build their capacity in the delivery of math instruction.

Supplemental Contracts will be used for teachers in grades K-2 and SPED to attend math training at Aims in order to build their capacity in the delivery of math instruction.

A Resource Lab Aide (.375 FTE) manages core curriculum, supplemental materials and supplies, and helps with extra tasks and assignments as needed.

Teachers will meet in teams with administrators to discuss and review smart goals as they pertain to student progress four times over the year.

Aparaprofessional will support teachers and students in their efforts to plan, deliver and learn grade level standards.

Specify enhanced services for EL students:

The use of models and representations includes the use of tools, context, verbal skills and such that support English Language learners as they engage in the curriculum.

Explain the actions for Parent Involvement (required by Title I):

Every parent will be invited to observe at a minimum one math lesson in the classroom during the school year. Parent feedback will be used to create the content for a family math night provided to every parent in the school beginning at Open House in May 2019 and Back to School in August 2019.

Owner(s):

Teachers

Timeline:

Grades 3-6 Every two to three weeks beginning in September through May.

K-2 every three months for interviews and daily for anecdotal records. Anecdotal records will be taken weekly to plan for instruction.

Specify enhanced services for low-performing student groups:

All students will receive differentiated instruction based on their level of development during the instructional day.

Students in grades 3-6 identified by classroom teachers will receive after school math intervention.

Mild/Moderate students will receive adaptive math instruction using a constructivist approach.

Teachers may offer the use of Prodigy as an online resource to support math practice in all classrooms.

Describe Professional Learning related to this action:

Professional development will begin in the summer of 2019. Grades 3-6 for two days of summer planning/training in math. Grades K-2 for one day of summer planning/training in math. Grades K-2 and SPED to attend math training at Aims for two days.

The objectives include professional development, creating a year-long plan, vertical articulation, planning for intervention and enrichment. Teachers may participate in professional learning or extended PDSA opportunities outside of the school day and will be compensated by supplemental contracts.

Action 3

Title: AIMS Partnership

Action Details:

Kindergarten through second grade and four SPED teachers will be taking a constructivist approach to math instruction utilizing the research of Dr. Leslie Steffe, University of Georgia.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Teachers will work with research associates from AIMS to reflect, journal and discuss student outcomes. Data collection will include samples of student work, teacher observation, anecdotal records and video of student interviews.

Owner(s):

Teachers, Research Associates, Principal

Timeline:

This is year two of a three year commitment and will be the focus of weekly grade level team meetings.

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

Kindergarten, first, second grade and four SPED teachers will implement a constructivist approach to math instruction as supported by research associates from AIMS. Teachers will be paid by supplemental contract for their participation in summer training. Copier Lease will be used to support use of supplemental materials.

Specify enhanced services for EL students:

The instructional will focus on the use of tools, models and representations supported by language skills.

Specify enhanced services for low-performing student groups:

The focus of instruction will be on moving students across the developmental levels of number concept. The goal will be to perform at the abstract level as identified by student interviews.

Explain the actions for Parent Involvement (required by Title I):

Every parent will be invited to observe at a minimum one math lesson in the classroom during the school year. Parent feedback will be used to create the content for a family math night provided to every parent in the school.

Describe Professional Learning related to this action:

Kindergarten, first, second grade and four SPED teachers will participate in a two day in-service at AIMS in Fresno, CA this summer. All teachers will have four days of follow up in-service and will receive coaching from research associates from AIMS once per month in a two hour session. Teachers will be paid on a supplemental contract or provided a sub teacher for professional learning opportunities. K-2 teachers will also be provided with one day of summer planning for math.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for BAS Assessments	4,685.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST members	2,776.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			K-6 Summer Planning	18,756.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			iReady for Site Licences (Reading only)	11,900.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food/Incentives	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		42,300.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	3,654.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning	19,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Monthly IEP Meeting Day	1,840.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tech Support-Credentialed Teacher	1,675.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tablets	4,600.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,119.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	585.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tablets	400.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics (Parent Handbook)	500.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	3,100.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating	1,500.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,536.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Smart Goal Conferences	3,515.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supp Contract Summer Math Training for Teachers in Math	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat and Supp (no incentives or food)	4,039.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Tech Maintenance (classroom devices only)	1,233.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			PDSA Cycles Subs for 4th-6th	3,864.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Additional AC Time	8,700.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,541.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Mat and Supp	21,679.00
G1A2	Sup & Conc	Other Instructional Resources	Cls Tech Res		0.3750		

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Req	Paraprof, Resource Lab	0.3750		10,170.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra Time Lab Aide	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			K-2 AIMS Saturday Training	9,792.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs			K-2 Subs AIMS Training	6,256.00
G1A3	Sup & Conc	Guidance & Counseling Services	Subagreements			AIMS : AIMS Contract	47,000.00

\$312,715.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	44.483 %	33.188 %	2017-2018	40.188 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

We have been able to do a better job hiring coaches since the stipend has been increased. The funds to support teacher stipends have resulted in a few clubs for students on campus. They include Art Club, Kind Kids and Student Council. We have had a strong participation rate in our Peer Mediator Program. Primary music has existed in some form, but staffing and schedules vary from year to year.

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

Goal 2 Participation Rate

African American students (4.6%), Special Education students (1.87%), and male students (16) had a high rate of dis-proportionality of participation in the 17-18 school year in activities.

African American students (17.24%), Special Education students (14.95%), and female students (67) had a high rate of dis-proportionality of participation in the 17-18 school year in arts (VAPA).

Asian students (8.94%), Special Education students, and male students (58) had a dis-proportionality of participation in the 17-18 school year in athletics.

Possible contributing factors may include transportation, interest or staffing.

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

The rate of pay being changed to \$37 per hour resulted in fewer opportunities for students. The rate of pay increased, but the district allocation to the site did not.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The salary schedule needs to be readjusted in order to ensure the same level of activity as in the prior year.

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

1 SSC:

The members of School Site Council were supportive of the actions related to Goal 2.

2 ELAC:

Parents appreciate that the district has maintained higher levels of financial support to create opportunities for students. The vice principal shared with parents that there is a disproportionate participant rate for Hispanic females especially in the sixth grade science camp field trip. The vice principal shared with parents that the district offers several options for most Goal 2 trips and that school site admin and teachers are collaborating to identify the options that will encourage the greatest rate of participation for all student groups.

3 Staff:

We will continue to promote and encourage the creation and participation of student clubs at the elementary level.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.851 %	2017-2018	100 %
Exposure to Careers - 4th Grade	97.476 %	97.03 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	98.947 %	2017-2018	100 %

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

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 3rd Grade Career field trips are scheduled through the district office.</p> <p>Exposure to Careers - 4th Grade Career field trips are scheduled through the district office.</p> <p>Exposure to Careers - 6th Grade College/Career field trips are scheduled through the district office.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade N/A</p> <p>Exposure to Careers - 4th Grade N/A</p> <p>Exposure to Careers - 6th Grade N/A</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no changes to actions from the current year plan.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will conduct a Career Day for Intermediate Students in order to introduce possible career choices for students as they further their education.

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

1 SSC:

Members of the School Site Council were supportive of the actions as outlined for Goal 3.

2 ELAC:

Parents feel it is important to provide students with opportunities of seeing a breadth of possible careers. They feel a career day will help foster the curiosity to think of their future goals while grounding their current actions in that goal. Parents are also appreciative of the Goal 3 field trips and activities provided to students through the district.

3 Staff:

To increase learning opportunities for students in grades 3-6, we suggest holding a Career Day with guest speakers in a conference format.

Action 1

Title: Career Day

Action Details:

A Career Day will be held for fourth-sixth grade students using a conference format that will include key note speakers, business leaders and professions from within the local area.

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

Explain the Progress Monitoring and data used for this Action

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

We will maintain a list of participants, a schedule, a student survey and student feedback.

Owner(s):

Teachers and administrators

Timeline:

Pre and Post data will be taken

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

Teachers will discuss careers and brainstorm areas of interest prior to the day of the event to increase levels of student engagement. A continental breakfast will be provided for guest speakers. A special lunch will be held for students.

Graphics for home-school communication.

Materials and supplies as needed.

Specify enhanced services for EL students:

Careers that include the need for bilingualism will be highlighted.

Specify enhanced services for low-performing student groups:

Students will be exposed to career fields that are unfamiliar in an effort to create interest around the skills needed to develop areas of interest.

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited as speakers.

Describe Professional Learning related to this action:

This work requires considerations related to logistics and operations.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.622 %	14.79 %	2017-2018	12.79 %
Suspensions Per 100	11.956 %	11.457 %	2017-2018	10.457 %
Chronic Absenteeism (Students with Disabilities)		21.3 %	2017-2018	19.3 %
Suspension Rate (Students w/Disabilities)		9.8 %	2017-2018	6.8 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The Child, Welfare and Attendance personnel work with students identified as chronically absent. This includes Boys and Girls Lunch Club, home visits, primary language support for parents, attendance awards, and parent meetings. These efforts are supported by Parent University courses held at Ayer and monthly Student Success Team Meetings.

Suspensions Per 100

Class meetings, use of Restorative Practices by teachers, students and counselor, Second Step, Counseling services provided by school psychologist, Character Counts Recognition, quarterly PBS activities school wide, and Peer Mediators.

Chronic Absenteeism (Students with Disabilities)

There were no current year actions.

Suspension Rate (Students w/Disabilities)

There were no current year actions.

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

Chronic Absenteeism

28% of African American students are chronically absent; an increase of 8.8% from the 16-17 school year. SWDs have a rate of 21.3%, a decrease of 0.9% from the 16-17 school year. Reported issues include health, parent request, and transportation.

Suspensions Per 100

African American students (19.2% with an increase of 9.3% from the 16-17 school year) and SWDs (9.8% with an increase of 1.6% from the 16-17 school year) are disproportionately represented at Ayer in regards to suspensions. Each quarter, we report student referral and suspension data to staff. The pattern continues.

Chronic Absenteeism (Students with Disabilities)

There were no current year actions.

Suspension Rate (Students w/Disabilities)

There were no current year actions.

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

As a result of a high number of suspension, teachers of the Local Improvement Team worked with district staff to provide school site staff training around the book Courageous Conversations (G. Singleton).

Ayer teachers collaborated with site administration to implement the district wide discipline guidelines.

As a result of the collaboration of the Instructional Leadership Team, Climate & Culture Team and our Local Improvement work focused on behavior, Ayer Staff has redesigned and implemented a new student referral form that include the document of antecedents, behavior and consequence. The new form was approved by the staff.

The school site utilized the teaming structures rubric to define the roles and responsibilities of each team.

Ayer staff is using iReady as a the universal screener and diagnostic tool for differentiated support and intervention.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

A Local Improvement Team will continue to meet to analyze the problem of practice in office referrals that lead to suspensions with the Ready for Rigor Framework as outline in Culturally Responsive Teaching (Z. Hammond).

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

1 SSC:

Members of the School Site Council are appreciative of the staff's desire to address the issue of disproportionality as it pertains to African-American students.

2 ELAC:

Parents were very enthused that the problem of practice around suspension is being addressed in a systematic way. Parents were also very happy that the district provides a CWA to support students with chronic absenteeism through student engagement, parent support, and other means.

3 Staff:

The staff has embraced the study around the problem of suspensions and referrals at Ayer using the tools of improvement science.
We will continue to monitor student survey data to measure the impact of our initiatives.

Action 1

Title: Student Engagement - Local Improvement Team

Action Details:

The LIT's theory of change is that if teachers cultivate improved relationships with students, students will feel cared for and develop a sense of belonging which in turn will increase their engagement in the classrooms and reduce misbehavior referrals. Teachers will utilize Culturally Responsive Teaching framework and strategies as outlined in Ready For Rigor (Z. Hammond). Campus Culture Team and Instructional Leadership Team will collaborate with Local Improvement Team to analyze CFA, Interim and Survey data on an on-going basis and problem solve problems to address student needs.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Plan Do Study Act (PDSA) cycles will be adopted to monitor the impact of the implementation. The data will be based on the predictions defined by the teachers and the data collected and analyzed.

Owner(s):

Team Members

Timeline:

The LIT team will meet monthly to consolidate the data of PDSA cycles.

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

The LIT will utilize the principles of improvement science and the Ready for Rigor Framework of Culturally Responsive Teaching. Team members will be paid on a supplemental contract for their participation.

Teachers and students will engage in a relationship building strategy as identified by the LIT.

Through the coordination of the CCT, ILT, and LIT the student referral form was revised to include an Applied Behavior Analysis ABC form to identify the function of student challenging behavior. Teachers identify the function of behavior and teach replacement behavior.

Resources will be allocated to support the PDSA cycles.

The school psychologist will support students in crisis as situations arise amongst students and/or their families.

Engage Restorative Practices (RP) counselor to provide support to students.

Graphics for home-school communication as needed.

Materials and supplies as needed.

Specify enhanced services for EL students:

Based on survey and student input, an effort will be made to support students in the development of social skills and how to make new friends.

Specify enhanced services for low-performing student groups:

Staff members will engage in a 2 X10 protocol focused on building relationships with students in an effort to support their academic and social-emotional learning skills. Based on feedback from students we will utilize a new Buddy Bench and introduce how to develop student social skills in the area of developing friendships on campus.

Explain the actions for Parent Involvement (required by Title I):

We will inform parents of problem and seek their participation in the process.

Describe Professional Learning related to this action:

School staff will receive professional development around the implementation of the Culturally Responsive Teaching framework.

School site will seek support from the Department of Prevention and Intervention as it pertains to the research and actions being taken to eliminate the problem in our system. .

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			SEL LIT Planning Day	3,744.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			SEL LIT to tackle Problem of Practice	8,640.00
G4A1	Sup & Conc	Instruction	Mat & Supp			PBS Activities	2,500.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	1046933 Sirois, Heidi	15,193.00

\$30,077.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0020 Ayer Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for BAS Assessments	4,685.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST members	2,776.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			K-6 Summer Planning	18,756.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			iReady for Site Licences (Reading only)	11,900.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food/Incentives	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		42,300.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	3,654.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning	19,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Monthly IEP Meeting Day	1,840.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tech Support-Credentialed Teacher	1,675.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tablets	4,600.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,119.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	585.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Tablets	400.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics (Parent Handbook)	500.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC assessors	3,100.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating	1,500.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,536.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Smart Goal Conferences	3,515.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supp Contract Summer Math Training for Teachers in Math	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Mat and Supp (no incentives or food)	4,039.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Tech Maintenance (classroom devices only)	1,233.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			PDSA Cycles Subs for 4th-6th	3,864.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Additional AC Time	8,700.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,541.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Mat and Supp	21,679.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		10,170.00
G1A2	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra Time Lab Aide	2,000.00
G1A2		Instruction	Teacher-Supp				8,700.00

G1A2	LCFF: EL	Instruction	Teacher-Supp		K-2 AIMS Saturday Training	9,792.00
G1A3	Title 1 Basic	Instruction	Teacher-Subs		K-2 Subs AIMS Training	6,256.00
G1A3	Sup & Conc	Guidance & Counseling Services	Subagreements		AIMS : AIMS Contract	47,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs		SEL LIT Planning Day	3,744.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		SEL LIT to tackle Problem of Practice	8,640.00
G4A1	Sup & Conc	Instruction	Mat & Supp		PBS Activities	2,500.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	15,193.00
1046933 Sirois, Heidi						
						\$342,792.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,160.00
Sup & Conc	7090	\$217,100.00
LCFF: EL	7091	\$65,532.00
Grand Total		\$342,792.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$312,715.00
G4 - All students will stay in school on target to graduate	\$30,077.00
Grand Total	\$342,792.00