


Ayer Elementary

10621666101091

Principal's Name: Lynn Rocha-Salazar

Principal's Signature: 
Lynn Rocha-Salazar (May 14, 2020)

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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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



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lynn Rocha-Salazar	X				
2. Chairperson – Jennifer Ward		X			
3. Stephanie Montoya				X	
4. Kristin Perez				X	
5. Jackie Cornejo				X	
6. Claudia Brown				X	
7. Charae Haynes				X	
8. Dalia Valencia			X		
9. Veronica Watson		X			
10. Victoria Johnson		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 2/03/2020.

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lynn Rocha-Salazar	 Lynn Rocha-Salazar (May 9, 2020)	May 9, 2020
SSC Chairperson	Jennifer Ward	 Jennifer Ward (May 10, 2020)	May 10, 2020

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 2020/21

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$70,914 *
7090	LCFF Supplemental & Concentration	\$217,803
7091	LCFF for English Learners	\$65,913
TOTAL 2020/21 ON-SITE ALLOCATION		\$354,630

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,007
Remaining Title I funds are at the discretion of the School Site Council	\$68,907
Total Title I Allocation	<u>\$70,914</u>

Ayer Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.889 %	28.846 %	2018-2019	35.846 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.526 %	28.852 %	2018-2019	35.852 %

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)

Indicators of Effectiveness

- Quantitative Data 19/28 students in first grade receiving or received OG intervention increased in Wonders phonics survey. 7/28 students in first grade exited OG intervention at mid-year.
- Qualitative Data CTs delivering Orton Gillingham curriculum with fidelity. Gen. ed teachers observe students (first year and second year participants) utilizing OG strategies in the classroom and demonstrating developed reading skills (of students who are in their second year of OG intervention participation). Students express they are happy to participate in the classroom. Classroom physical environment also appears as a general classroom.

Indicators of Ineffectiveness

- Quantitative Data: CTs pulled out for ELPAC assessment for 11 school days. One second grade student dropped for behavioral reasons. Four students dropped for absences. 30 students seen per day (mixed between first and second grade).
- Qualitative Data: Staff and student attendance. Clarity on access and exiting criteria by grade level.

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

Indicators of Effectiveness

Third Grade: Two-week PDSA cycles are effective for us, because we can become more confident in our practices and see how we can better service the needs of our students. We continue to use exit tickets, where students can show us the various strategies to solve mathematical equations.

Fourth Grade: Place Value Exit tickets for Fluency showing growth. Two-week PDSA cycles have been hard, but we are feeling more and more confident in our practice. We all want to continue to run PDSA cycles to better our efficacy. Working side by side with our Math Coaches continues to deepen our practice and theory. Our run charts are showing that we are gaining a better understanding of our students' strengths and weaknesses. We are doing a better job of using our data to plan next steps

Quantitative Data

All: Increases in iReady math diagnostic for 3rd, 4th from Fall 2019 to Winter 2019.

3rd grade 5% to 16%,

4th grade 12% to 18%,

5th grade 17% to 26%,

6th 16% to 29%.

3rd: PDSA1 55% 7/18 African American students; PDSA2 32% 7/25 28% African American students; PDSA3 57% 12/24 50% African American students; PDSA4 48% 5/16 31% African American students; PDSA5 55% 10/25 40% African American students; PDSA6 77% 12/23 52% African American students; PDSA7 95% 21/23 91% African American students; PDSA8 76% 13/18 68% African American students

4th: Within our PDSAs, we have teacher efficacy questions to collect data on our practice. Example: "Were we good at keeping to time?" "Are we remembering to use academic language?" "Are we giving them too much help instead of questioning?" During our mid quarter consolidation days, we spend time reviewing our PDSAs for good practice and things we need to abandon. We also are now using our Run Charts to look for patterns, successes, concerns

PDSA 1: 43%-35/82 total students; PDSA 2: 75% -54/72 total students; PDSA 3: 68%-50/74 total students; PDSA 4: 72%-54/75 total students; PDSA 5: 11%-8/76 total students; PDSA 6: 73%-61/83 total students; PDSA 7: 55%-41/75 total students; PDSA 8: 77%-57/74 total students; PDSA 9: 91%-71/78 total students, PDSA 10: 39%-30/77 total students; PDSA 11: 63%-49/78 total students.

Fifth Grade: Our PDSAs have focused on place value understanding, tracking student time to complete, academic language (are we using it throughout our lessons and we see it in their writing), and beginning in PDSA 4- developing a spiral fluency check that is only used during PDSAs to evaluate place value understanding throughout all chapters in

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)

Certificated tutors will no longer be used as ELPAC assessors. Attendance and Behavior criteria will be revisited with certificated tutors and administrators as a team.

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

3rd: Ensuring time and space in our daily schedule to provide intervention for those that have not met the goal in PDSAs

4th: The biggest disproportionality is that we don't have the time for as much intervention that our low-performing students as needed.

5th: The disproportionality is developing an appropriate intervention for the low-performing student groups in response to our spiral review and gaps from information from the PDSAs.

6th: Time for planning and implementing intervention strategies for the gaps in student achievement which we identify.

math (can students compare and reason without solving) Adopted as a practice PDSA6. All PDSAs tie to the standards/math practices and SBAC claims. Data is saved and analyzed to create run charts, find areas of concern, and successes which we use items that adopted.

PDSA 1: 94% 65/69 total students, 5/9 56% African American students; PDSA 2: 97% 68/70 total students, 4/8 (50%) African American students; PDSA 3 57% 25/44 total students, 3/6 50% African American students; PDSA 4: 96% 43/45 all students, 4/7 57% African American students; PDSA 5: 61% 46/75 all students, 1/11 9% African American students;

PDSA 6: 51% 35/68 total students, 5/11 45% African American students, PDSA 7: 62% 44/71 total students, 3/15 20% African American students, PDSA 8: 58% total students, 42/73, 8/16 African American students, PDSA 9: 58% 41/71 total students, 8/13 (62%) African American students, PDSA 10: 61% 46/76 total students, 7/14 50% African American students, Place Value Fluency 64% 49/77 total students, 11/17 60% African American students.

Sixth Grade: PDSA cycles started in 3 week cycles and have transitioned to two week cycles to gather and respond to data more effectively and efficiently. The PDSA's focused on students' ability to express mathematical reasoning in a variety of ways (modeling, procedure, contextual, and verbal.) In this process, we began with a 4 square reasoning tool for students to demonstrate their reasoning in all 4 methods of reasoning, with an aim that 60% of students will be able to correctly answer a question and explain their reasoning 2 out of 4 ways. The first two cycles had a low performance of student's ability to not only correctly answer, but near all students did not complete verbal reasoning. With this data, we decided students needed to better understand the context of a word problem to be able to explain their reasoning and ultimately solve the problem correctly. In Cycle 3 we implemented a new graphic organizer asking students to answer three questions before solving. These three questions revolved around the understanding of quantities and relationships. At the introduction of this new tool, we saw an increase in students ability to correctly solve a given problem and explain their reasoning in at least 2 out of 4 ways.

PDSA 1 71% total students and 81% of African American students; PDSA 2 28% total and 17% of African American students. PDSA 3 73% and 73% of African American Students. PDSA 4 74% total and 88% of African American students. PDSA 5 67% total and 69% of African American students. PDSA 6 70% of total and 63% of African American students. PDSA 7 93% of total and 93% of African American students. PDSA 8 58% and 55% of African American students. Note that in cycle 8 we anticipated a possible dip because we challenged the students to a multi-step mathematical algebraic problem after noticing a higher success rate in cycle 7. Our predictions also changed to address the various claims for SBAC to give teachers insight as to how students are performing in each claim, to them support through reteach or enrichment.

· **Qualitative Data Examples:** *Feedback/Survey, Notes and minutes, and/or Observations*

3rd: PDSAs have taught teachers to be more flexible in their teaching practice based on PDSA results analysis.

4th: Teacher content knowledge and strategies have improved. Teachers are more critical consumers of curriculum and are developing their curriculum development and mapping skills. Teacher's observation skills have improved in order to better diagnose or identify student needs during a lesson.

5th: Teachers are more cognizant of student's use of language and domain specific vocabulary and word use. Teachers utilizing IABs and analyzing student results to identify trends and patterns that inform instruction.

6th: Teachers noticed a difference in our ability to identify gaps in student knowledge and then address the gaps through intervention strategies. If we have seen students struggle in one aspect of reasoning, then we are able to tailor our intervention to those specific students with similar intervention needs, as well as identify when students are in further need of challenge to enrich their learning.

1. What is working and why? (Effective indicators) *Specific evidence/Indicators of success/effectiveness in implementing this activity or strategy, including:*

AIMS Partners' response: students developing multiple methods and models of exploring ideas and represent their thinking, development of student-to-student collaboration, and overall increased joy of learning of math.

Development of the teacher: viewing the teacher as a learner, learning through play (it may look different for adults); viewing the teacher as an observer of children's learning (what do we notice, what are we going to prepare to notice, what we notice what does that mean, looking not only at what a child is doing but how they are doing); the teacher as a teacher of mathematics (looking at counting but also at geometry [spatial reasoning] and algebra as we think of it in service of integrated mathematics)

Needs: development of staff's capacity in ability to implement mathematics and develop student math identity, development of the concept that mathematics is not culturally neutral but that it is embedded in the families, community of the students, and that mathematics does not exist solely in the classroom but in the real world, daily.

Propositions:

Quantitative Data

K:

Interview Protocol

	Emergent			Perceptual			Figurative			COBO & COTC			Strategic		
	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3
Overall	45	8		41	55		10	28		2	9		0	1	
Uribe	13	5		11	12		1	5			2		0	1	
Vang	11	1		7	14		5	6		2	5		0		
Vander Poel	14	1		8	10		2	13			1				
Williams	7	1		15	19		2	4		0	1		0	0	

1st:

Interview Protocol

	Emergent			Perceptual			Figurative			COBO & COTC			Strategic		
	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3
2	1			38	23		39	27		15	35/9			2	
1				11	7		9	9		3	7/2				
				11	8		9	6		4	6/4				
1	1			9	4		9	8		4	8/1			2	
				7	4		12	4		4	14/2				

2nd:

Interview Protocol

	Emergent			Perceptual			Figurative			COBO & COTC			Strategic		
	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3	#1	#2	#3
Overall	2			10	3		11	3		45/15	22/31		3	26	
Burris				6	2		2	1		12/0	7/5		2	7	
Zack				2			4	2		9/5	5/5		1	10	
Munoz				2			1			15/5	4/11			7	
Lee	2				1		4			9/5	6/10			2	

By using the AIMS protocol we have increased from 17.4% students at the "tracking composites by ones" level to 36%, a growth of 18.6%. We have increased from 3.4% using "strategic reasoning" to 31% a growth of 27.6%. Our goal was 75% using strategic reasoning by June, and by December we had 67% using or near using strategic reasoning. We are well on-track to attain our goal. We have 100% of our students being served by this program.

Qualitative Data:

K: Ten/dot/fingers patterns (prerequisite skills) working and helping to move students to figurative level.

1st: Teacher anecdotal notes, coaching and training from AIMS coaches, students are engaged during math instruction, differentiated centers

2nd: With the AIMS partnership, teachers take anecdotal notes and become very familiar with student abilities and needs. With the help of our AIMS coaches, we question and guide students to a deeper understanding of number sense and place value. In the past, there was little to no differentiation for students with above or below grade level proficiency. Thanks to AIMS we serve all students at their level using differentiated centers and teacher-led groups. All teachers have noted a marked increase in

Certificated tutors will no longer be used as ELPAC assessors. Attendance and Behavior criteria will be revisited with certificated tutors and administrators as a team.

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 continue the intervention as it works for those students that are served.

Ayer Elementary 2020-2021- School Plan for Student Achievement (SPSA)

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: School program data shared with committee. No specific feedback provided by parents.	2 ELAC: School program data shared with committee. ELAC recommended increased time for certificated tutors or another FTE certificated tutor.	3 Staff: A full day and several afternoon meetings held with Leadership Team to develop the plan as delegated by SSC.
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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 of differentiated support through the use of technology and iReady Reading.

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

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.

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.

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.

Aid and Resource lab asst. for additional support

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:

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 to ensure that designated instruction is occurring schoolwide.

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

Specify enhanced services for low-performing student groups:

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.

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

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 important of attendance, the rigor of grade level standards, and how to support their students at home.

Describe Professional Learning related to this action:

All teachers will be trained on incorporating the Culturally Responsive Teaching framework. Utilizing this framework, a new local improvement team will be created to study the problem of practice around the performance of EL students in reading. This team will utilize the principles of Improvement Science to identify a root cause, complete a driver diagram and identify change ideas to be tested in the classroom in service of EL students.

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

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 up to three days of summer planning. Up to 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 every two weeks.
 We will continue in a third year of piloting math strategies in support of building students understanding of math in grades K-2.
 We will begin to piloting math strategies in support of building students understanding of math with SPED students in our regional Mid-Mod classrooms.
 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:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

Each team in grades 3-6 will be completing PDSA cycles each two 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.

Owner(s):

Teachers

Timeline:

Grades 3-6 Every two 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.

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.
 A supplemental 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: dry erase, boards, dryerase markers, teaching charts, white boards, graph paper, post it notes, journals, geo boards, etc.
 Supplemental Contracts will be used for teachers in grades 3-6 for summer planning/training in math 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 during Smart Goal Conferences.
 A paraprofessional 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.

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.
 Mid/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.

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 Back to School and again for Open House.

Describe Professional Learning related to this action:

Teachers in grades 3-6 for two days of summer planning/training in math. District Math Coaches will provide monthly job embedded coaching and will participate in one plan and study portion of a PDSA per month.
 Grades K-2 for one day of summer planning/training in math. Grades K-2 and SPED to attend two days of math training by AIMS. Each K-2 and SPED/IM teacher will have eighteen classroom coaching visits and nine coaching visits during PLC time over the school year.
 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.
 Utilizing this framework, a new local improvement team will be created to study the problem of practice around the performance of EL students in math.
 Quarterly professional development will be based on the outcomes of tested change ideas in the math classroom.

Action 3

Title: AIMS Partnership

Action Details:

Ayer Elementary 2020-2021- School Plan for Student Achievement (SPSA)

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 will be the third year of a three year partnership with AIMS to build teacher capacity in the development of teaching math in primary classrooms.

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

Kindergarten, first, second grade and three 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 three MMSPED teachers will participate in two days of math training with AIMS research associates. All teachers will receive coaching from research associates from AIMS once per month in a two hour session. Teachers will be provided a sub teacher for professional learning opportunities in math.

2020-2021 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-Supp			Summer Planning	7,799.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (no incentives or food)	195.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	2,007.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		43,822.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST Members	2,882.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP members	5,763.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for BAS Assessment	5,763.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	2,561.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning	17,289.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Computers/Tablets	4,400.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		13,144.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra Time Lab Aide	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	2,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			: Graphics (Parent Handbook)	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,860.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,602.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,200.00
G1A1	LCFF: EL	Parent Participation	ClS Sup-Ext			Extra Time Home School Liaison	1,500.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating	1,501.00
G1A1	LCFF: EL	Attendance & Social Work Services	ClS Sup-Reg	Liaison, Home/School Spanish	0.3750		12,250.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Data Consolidation Days	9,606.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			SMART Goal Conferences	5,442.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Additional AC Time (1st-6th grade)	15,320.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,872.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	28,005.00
G1A2	Sup & Conc	Instruction	Travel			: Travel and Conference	2,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A3	Title 1 Basic	Instruction	Subagreements			AIMS Center for Math and Science : AIMS Contract	31,650.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs AIMS Training (K-2,M/M)	1,445.00

2020-2021 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
G1A3	Sup & Conc	Instruction	Teacher-Supp			AIMS Summer Professional Learning	4,457.00
G1A3	Sup & Conc	Instruction	Subagreements			: AIMS Contract	15,600.00

\$306,935.00

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	40.188 %	76.891 %	2018-2019	83.891 %

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 and new service organizations like the Campus Clean Up Club. 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. The strings teacher also initiated a Ukulele club providing weekly lessons to a small group of students to learn how to play the ukulele.

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 (64.29%), Special Education students (55.78%) had a high rate of dis-proportionality of participation in the 18-19 school year in activities. Asian students (53.57%), Special Education students (43.54%), and male students (67) had a high rate of dis-proportionality of participation in the 18-19 school year in arts (VAPA). Asian students (5.71%), English Learners (3.13%), Special Education students (6.80%), and male students (9.46%) had a dis-proportionality of participation in the 18-19 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 \$38.06 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 - 6th Grade	100 %	87.5 %	2018-2019	94.5 %

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 - 6th Grade</p> <p>Ayer will partner with Sunnyside Highschool CTE to provide a career day with uniform sharing to provide an opportunity to 90 students (sixth grade) 5th grade will provide a career themed week that will involve reading, writing, speaking, and listening around career options.</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 - 6th Grade</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.

New partnership opportunity with SHS CTE

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.

Action not completed as a result of school closure due to COVID-19.

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.

<p>1 SSC:</p> <p>This partnership was not communicated with SSC.</p>	<p>2 ELAC:</p> <p>Career Day was shared with ELAC and the committee members stated this is a good opportunity to expose older elementary students to career opportunities. The partnership with Sunnyside High School CTE had not yet been communicated to ELAC.</p>	<p>3 Staff:</p> <p>This partnership had been shared with staff and they were appreciative of our on-going partnerships with SHS.</p>
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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.

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

Parents will be invited as speakers.

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.

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	12.79 %	14.647 %	2018-2019	12.647 %
Suspensions Per 100	10.457 %	7.143 %	2018-2019	6.143 %

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 district funded Child Welfare and Attendance personnel is focused on meeting with the parents of students identified as EI and EII as identified on Power BI. In addition, the CWA meets with students on an individual and small group basis. The CWA program promotes positive attendance school wide and offers monthly incentives as supported by our school board member representing the Sunnyside region.

Suspensions Per 100

Indicators of Effectiveness

The Framework of the Principles of Improvement (fishbone, driver diagram, testing the change idea, empathy interviews) has supported discipline inquiry into this work.

The ODR Level 2 and Level 3 revisions per the Collective Bargaining Agreement provided a foundation on structure, intent, and implementation.

• **Qualitative Data**

A few teachers can identify specific information learned from relationship building activity and how it has impacted their instructional decision making.

Teachers report that providing space and time for teachers to share their stories about relationship building and the impact on instructional decision making has allowed for teachers to develop their repertoire of strategies as well as to reflect on their current practice.

Some individual teachers are reporting increased levels of reflection on how to best support Tier 2 and Tier 3 students.

Admin have reported that the classroom climate and culture has improved in the sense that mutual responsibility and care is evident (e.g. student supporting struggling student with arm around student and providing praise, student providing words of affirmation for peers, students demonstrating learning behaviors and collaboration even with sub teachers)

• **Quantitative Data**

ODR: Disproportionality of referrals of AA students, AA males have reduced and are not disproportionate at mid-year data review and reflection. Note: total # (unique count)

	2018-2019		
	Q1	Q2	Q3
ODR	43(24)	58(39)	76(44)
AA Males	19(9)	18(10)	29(14)
%	44%(38%)	31%(26%)	38%(31%)

Suspension: Students suspended are typically characterized as true Tier 3 (behaviorally, academically) Note: total # (unique count)

	2018-2019		
	Q1	Q2	Q3
Susp.	7(6)	10(9)	18(14)
AA Males	4(3)	5(5)	8(4)
%	57%(50%)	50%(56%)	44%(29%)

Indicators of Ineffectiveness

• **Qualitative Data**

Teachers have stated that the ODR is aversive.

Some teachers have stated that the reflection documentation tool for relationship building activity was cumbersome, not structured for their need, ...

Original change idea of 2x10 felt constricting for some teachers.

Lack of cohesion around change idea intent: development of adult self-awareness through relationship building

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

Chronic Absenteeism

AA students 14% of school pop. 19% have Chronic Attendance 16% of those are SPED Ss

Hispanic 59% of school pop 12% have Chronic Attendance 12% of those are SPED Ss

Caucasian 4% of school pop 26% have Chronic Attendance 26% of those are SPED Ss

African-American and Caucasian students have a disproportionate number of students that have Chronic and Severely Chronic Attendance issues.

We notice a significant difference in the attendance of Special Education students in our Autism program in comparison to their GE counterparts.

As a grade level, we notice 36 out of 123 Kindergarten students or 29.3% had Chronic Absenteeism.

We are examining students levels of engagement in the classroom and student-teacher relationships. We recognize that efforts are needed to communicate the importance of schooling with our Kindergarten parents.

Suspensions Per 100

Reduced total count of ODRs and Suspensions but unique count includes students with multiple incidents. A lack of SEL and Mental Health resources prevented the reduction in unique count's incidents.

	2019-2020	
	Q1	Q2
Q4	53(30)	27(17)
	26(11)	2(2)
%	49%(37%)	7%(13%)

	2019-2020		
	Q1	Q2	Q3
Q4	11(5)	13(7)	6(3)
	10(5)	2(2)	2(1)
%	37%(36%)	18%(40%)	33%(33%)

Ayer Elementary 2020-2021- School Plan for Student Achievement (SPSA)

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

Current changes from the intended 2019/20 SPSA

Revised ODR implemented in beginning of year with training to whole staff and on boarding of new staff. 2018-2019 implementation in Spring.

Change idea of 2x10 scaled up to school wide and teachers chose a more personalized relationship building activity.

We will hire a part time Resource Counseling Assistant to support students in the classroom to build a mentoring relationship, promote school connectedness and a sense of belonging.

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.

Modification(s) based on evaluation results.

Continue to focus on developing teacher self-awareness and its impact on decision making around relationship building in service of rigorous academics (assessment writing, instructional planning, and intervention). There is agreement in the ILT to also allocated funds to hire a part time Resource Counseling Assistant to support students in unique count of ODR and Suspensions.

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:

Information was shared with SSC. SSC has recommended increased SEL support at the school.

2 ELAC:

Information was shared with ELAC. No specific feedback was provided.

3 Staff:

Admin and staff are engaging in on going PD/PL around SEL development and student engagement. Staff have voiced a need for more Tier 2 and Tier 3 SEL supports on site.

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 StudyAct (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 Resource Counseling Assistant will support students as needed in the classroom to support student social emotional learning skills.

Engage Restorative Practices (RP) counselor to provide support to students, teachers and administrators in whole class, small group and individual student or staff settings.

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 BuddyBench 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. .

2020-2021 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4500	6 Hour RCA to support SEL - 100% Title I Funded Split funded - 2 days Malloch-G4A2 / 3 days Ayer-G4A1	29,263.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			SEL LIT Planning Days	2,561.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			SEL LIT Problem of Practice	13,371.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities	2,500.00

\$47,695.00

2020-2021 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-Supp			Summer Planning	7,799.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (no incentives or food)	195.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	2,007.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		43,822.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST Members	2,882.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP members	5,763.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for BAS Assessment	5,763.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	2,561.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning	17,289.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Computers/Tablets	4,400.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		13,144.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra Time Lab Aide	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	2,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Graph			: Graphics (Parent Handbook)	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,860.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,602.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,200.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Extra Time Home School Liaison	1,500.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating	1,501.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		12,250.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Data Consolidation Days	9,606.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			SMART Goal Conferences	5,442.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Additional AC Time (1st-6th grade)	15,320.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,872.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	28,005.00
G1A2	Sup & Conc	Instruction	Travel			: Travel and Conference	2,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A3	Title 1 Basic	Instruction	Subagreements			AIMS Center for Math and Science : AIMS Contract	31,650.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Subs AIMS Training (K-2,M/M)	1,445.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			AIMS Summer Professional Learning	4,457.00
G1A3	Sup & Conc	Instruction	Subagreements			: AIMS Contract	15,600.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4500	6 Hour RCA to support SEL - 100% Title I Funded Split funded - 2 days Malloch-G4A2 / 3 days	29,263.00

G4A1		Attendance & Social Work Service	Cls Sup-Reg	0.4500	Ayer-G4A1	29,263.00
G4A1	Sup & Conc	Instruction	Teacher-Subs		SEL LIT Planning Days	2,561.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		SEL LIT Problem of Practice	13,371.00
G4A1	Sup & Conc	Instruction	Mat & Supp		: PBS Activities	2,500.00
						\$354,630.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,914.00
Sup & Conc	7090	\$217,803.00
LCFF: EL	7091	\$65,913.00
Grand Total		\$354,630.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$306,935.00
G4 - All students will stay in school on target to graduate	\$47,695.00
Grand Total	\$354,630.00