

Ayer Elementary

10621666101091

Principal's Name: Stanley Munro

Principal's Signature:

A handwritten signature in black ink, appearing to be 'SM', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


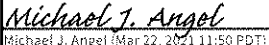
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Stanley Munro	X				
2. Chairperson - Michael Angel				X	
3. Jackie Cornejo				X	
4. Stephanie Montoya				X	
5. Lucia Herrera				X	
6. Beverly Ford				X	
7. Emma Martinez			X		
8. Jenny Aguirre				X	
9. Veronica Watson				X	
10. Kyle Kamlade				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. Meeting held 03/08/2021.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date

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	Stanley Munro	 <small>Stanley Munro (Mar 22, 2021 11:46 PDT)</small>	3/11/2021
SSC Chairperson	Michael Angel	 <small>Michael J. Angel (Mar 22, 2021 11:50 PDT)</small>	3/11/2021

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 2021/22

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$75,440 *
7090	LCFF Supplemental & Concentration	\$250,107
7091	LCFF for English Learners	\$69,255
7099	School Opening Support <i>(New! One-time funds)</i>	\$28,249
TOTAL 2021/22 ON-SITE ALLOCATION		\$423,051

* 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	\$1,968
	Remaining Title I funds are at the discretion of the School Site Council	\$73,472
	Total Title I Allocation	\$75,440

Ayer Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		32.49 %	2020-2021	36.03 %
I-Ready Math D2 On Level		23.97 %	2020-2021	28.1 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Distance Learning caused a testing and learning environment not highly conducive to instruction and assessment. PLCs identified assessment times. Some PLCs assigned assessments during asynchronous sessions; this was not effective for completion rates and valid assessment results. PLCs shifted assessment to synchronous sessions.

Distance Learning scheduled dramatically reduced instruction to three to four 45 minute learning, synchronous sessions that was dramatically less than the 120 minutes of literacy instruction and 80 minutes of math instruction.

I-Ready Math D2 On Level

Distance Learning caused a testing and learning environment not highly conducive to instruction and assessment. PLCs identified assessment times. Some PLCs assigned assessments during asynchronous sessions; this was not effective for completion rates and valid assessment results. PLCs shifted assessment to synchronous sessions.

Distance Learning scheduled dramatically reduced instruction to three to four 45 minute learning, synchronous sessions that was dramatically less than the 120 minutes of literacy instruction and 80 minutes of math instruction.

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

I-Ready ELA D2 On Level

Student access to reliable internet connectivity and adequate technology hindered some to have access.

Teachers also identified that synchronous learning time was the best time to assess rather than asynchronous time. PLCs shifted assessment to synchronous times.

I-Ready Math D2 On Level

Student access to reliable internet connectivity and adequate technology hindered some to have access.

Teachers also identified that synchronous learning time was the best time to assess rather than asynchronous time. PLCs shifted assessment to synchronous times.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Sub release days were dramatically reduced during Distance Learning as a result of a small sub pool. Teachers could not be released for planning days, assessment days, and IEP/SST days.

PDSA cycles for grades 3-6 shifted from model and representations to identifying the most effective platform for instruction and assessment of math instruction during distance learning.

Grades K-6 utilized the iReady diagnostic assessments for math and reading. BAS assessment was not administered because of a lack of participation from students during distance learning. Kindergarten administered FAS rather than KAIG.

Grades K-2 were not able to implement the math interview protocol with the stated frequency as a result of distance learning schedules and the inability for many parents to connect with teachers for assessment during asynchronous times.

AIMS partnership continue to provide coaching, classroom visits, and professional development as per the agreed contract. AIMS provided K-2 teachers and MM teachers with take home kids for every child to encourage use of the constructivist strategies during synchronous and asynchronous lessons.

Reading intervention afterschool targeted for Grades 2-4 African American students as identified by AAAA department.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Ayer anticipates a return to in person instruction for 2021-2022. Teachers will identify best practices learned during distance learning to continue support of technology skills development for teachers and students.

Ayer Elementary will collaborate with the Sunnyside Regional Accountable Community (SRAC) in 2021-2022 to continue learning on Disruptive Thinking (Beers and Probst) to gain a deeper understanding of disciplinary literacy to improve literacy TK-12 focused on students' ability to cite and support evidence. SRAC learning will complement the site year long comprehensive reading program professional development.

A year long comprehensive reading program professional development will begin to support Tier 1 and Tier 2 literacy instruction in every GE and MM classroom. Teachers will explore alignment of assessments for foundational reading skills for all grades through Wonders embedded resources. Second grade will be provided with sub release time for assessment of literacy skills.

Grades 3-6 will continue to focus on models and representations but will monitor progress via iReady and CFAs. Grades K-2 will continue to implement a constructivist approach to math instruction utilizing previously learned strategies alongside the adopted curriculum.

11 teachers will participate in the AIMS partnership with reduced coaching and classroom visits. 4 teachers will receive professional development, classroom visits, and PLC/AC visits.

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:

SSC provided input on the meeting held on 2.25.21. SSC parents wanted to ensure that all teachers receive the appropriate tools, strategies, and other resources for a successful start of 2021-2022 school year.

2 ELAC:

ELAC provided input in meeting on 3.8.21. Suggestions included that teachers be provided with appropriate materials and tools to support student learning to remediate and ensure on grade level proficiency.

3 Staff:

Staff were consulted on 3.3.21 and 3.9.21 for input.

Action 1

Title: Comprehensive TK-6 Reading Instruction Program Development

Action Details:

All students in grades K-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 and to support designated ELD instruction.

Develop a year-long site professional development program to support teachers' reading Tier 1 and Tier 2 practices for the 2021-2022 school year.

Teacher identified Kindergarten students will receive 45 minutes of intervention, two 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 differentiated reading intervention with the use of technology, curriculum embedded resources for Tier 2 and ELD development, SBAC IAB and FIAB blueprints, and iReady Reading.

Ayer Elementary teachers TK-6 will participate in professional development led by Dr. Doug Fisher. Dr. Fisher will provide 4 full days that will include classroom observation, teacher observation, and professional learning workshop with teachers for 1 hour. Classroom teachers will utilize grade level appropriate reading assessments (i.e. BAS, iReady, SBAC, and Wonders curriculum embedded assessments)

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

Orton-Gillingham will be used to monitor progress for those in 1st and 2nd grade.

Owner(s):

Teachers in Grades 1-2, Certificated Tutors, Administration

Timeline:

Wonders reading assessments and/or San Diego Phonics survey will be used for entrance and exit criteria to OG intervention. 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

3-6 grade teachers will monitor student progress using Wonders embedded assessment resources and data reports from iReady in the areas of phonics, phonemic awareness, fluency, vocabulary and comprehension.

Owner(s):

Teachers, Administration

Timeline:

Beginning of year, mid year and end of year diagnostic will be completed on all students in grades K-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

All K-2 teachers will use the Wonders embedded reading surveys or assessments, and/or BAS, and iReady to identify students for intervention and monitor student progress.

Owner(s):

Teachers, 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. BAS and/or Wonders embedded reading assessments will be administered quarterly starting in second quarter in Kindergarten, on a quarterly basis in 1st and 2nd grade, and quarterly for students not on the expected iReady level for students in 3 grade.

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

Students in Grades 1-2 will receive differentiated instruction daily utilizing Orton-Gillingham and/or iReady, Wonders embedded resources, and teacher identified research based resources.

Students in Grades K, 3-6 will receive differentiated instruction daily using Wonders embedded resources, iReady, and teacher identified research based resources.

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. Subs will provided to release GE classroom teacher and other required IEP member.

Teachers will continue to be trained on and utilize CAASPP Interim Assessment Blocks to develop lesson plans, provide students problem of the day, and to assess reading standards progress in grades 3-6.

Teachers to be evaluated will meet with administrators to discuss and review smart goals as they pertain to student progress over the course of the year during for Smart Goal, Formative Evaluation, and Summative Evaluation Conferences.

Instructional Assistant and Resource lab para 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 Wonders Tier 2 resources and 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.

Action 2

Title: Implementation of Change Idea (Math)

Action Details:

We will support 3rd-6th grade teachers in the use of models and representations in math (mathematical practice #3).

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

We will continue in a second year of implementing math strategies in support of building students understanding of math with SPED students in our regional Mild-Mob 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 analysis of iReady data and Common Formative Assessments (CFAs). 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.

Owner(s):

Teachers

Timeline:

At a minimum every two weeks with quarterly snapshots reported to the Instructional Leadership Team.

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

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.

Owner(s):

Teachers

Timeline:

K-2 and MM Grade 1-2 class at the beginning of the year, mid year, and end of year for interviews and daily for anecdotal records. Anecdotal records will be analyzed weekly to plan for instruction.

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

Students will receive math instruction daily as teachers implement their learning on the use of models and representations. Teachers will analyze implementation results, adapt, adopt or abandon based on the results of iReady and CFA data for Tier 1 and 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.

Materials and supplies include the use of such items as: dryerase, 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 TK-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 to be evaluated will meet with administrators to discuss and review smart goals as they pertain to student progress over the course of the year during for Smart Goal, Formative Evaluation, and Summative Evaluation 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 in support of skills in reading, writing, speaking, and listening.

Teachers will utilize Go!Math embedded ELD strategies to support students.

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.

K-2 students and Mild/Moderate students will receive adaptive math instruction using a constructivist approach as well as through curriculum embedded Tier 2 resources and strategies.

Teachers may offer the use of online math resources (e.g. Prodigy, math braining camp, etc.) as an online resource to support math practice in all classrooms.

Action 3

Title: AIMS Partnership

Action Details:

1 Kindergarten teacher, 4 first grade teachers, 4 second grade teachers, and 1 Mild/Moderate SPED teacher will be taking a constructivist approach to math instruction and pedagogical skills development utilizing the research of Dr. Leslie Steffe, University of Georgia.

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

Teachers will implement and analyze the AIMS interview protocol, iReady math diagnostic, and classroom math assessments.

Owner(s):

Teachers

Timeline:

AIMS interview protocol will be administered three times per academic year. iReady will be administered quarterly. Math assessments will be administered every two weeks.

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, Administrators

Timeline:

This will be the fourth 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 1 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 instruction will focus on the use of tools, models and representations supported by language skills in reading, writing, speaking, and listening.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Reading Assessment K-2 Teachers (No IEPs)	6,001.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Reading Assessment (3-6 Lead Teachers) (No IEPs)	4,900.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Instructional Leadership Team Planning (No IEPs)	3,001.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies (No Food/Incentives)	876.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		44,541.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning	21,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST members	3,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Reading Assessment (K-2 teachers)	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SMART Goal Conferences	6,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP	6,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Additional PLC Time (TK-6th, GE and M/M)	16,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: SPED Curriculum	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,090.00
G1A1	Sup & Conc	Instruction	Subagreements			Corwin : Dr. Doug Fisher PL	56,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conference	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	3,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		13,551.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Resource Lab Aide Extra Time	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,892.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	634.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Computers/Tablets	9,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies. Also supports G2A1.	25,249.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Staff Computers	3,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Data Consolidation Day	10,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Summer Planning (TK-6th)	21,000.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,122.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: Copier Lease. Also supports G1A1 &A3.	4,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Summer Math Training for Teachers (AIMS) (No IEPs)	1,303.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Title 1 Basic	Instruction	Subagreements			AIMS : AIMS Contract	27,000.00

\$360,662.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	96 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Students have participated in virtual field trips offered by District Goal 2 office.

Grades 4-6 teachers are collaborated to provide a virtual career day.

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

Student-centered real world learning experience - Site Defined

Access to reliable wifi and technology affected students attendance.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Teachers collaborated to provide a virtual career day in the Spring of 2021 rather than in person.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The goal will remain the same with added language to ensure that we have representation of diverse genders, races/ethnicities, and industries.

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:

2 ELAC:

3 Staff:

SSC provided input in meeting held on 2.25.21. Parents of SSC were in support of the goal and encouraged teachers to ensure that STEM industries and Arts were represented. They also recommend that students take time to interview their teachers and school administrators.

ELAC provided input on meeting held on 3.8.21. Parents wanted to ensure that students are receiving opportunities to visit college or university campuses and are learning of different career and technical pathways.

Staff input was received in meetings on 3.3.21 and 3.9.21. Staff is in agreement with recommendations from SSC as well as supporting the goal for the 2021-2022 school year.

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 that promotes racial/ethnic, gender, and industry diversity.

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.

Students will practice listening, speaking, and writing skills during presentations.

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 and education needed to develop areas of interest.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		25.07 %	2020-2021	23.07 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Homeschool liaison, CWA representative, teachers, and administration collaborated through weekly messaging via phone calls, Class Dojo, school messenger, and AyerBears.org to communicate expectations and follow up with students with chronic absenteeism.

Teachers developed practices to welcome and engage students in online learning.

Students with chronic absenteeism and/or who are overseen by ProjectACCESS were invited to one of two small cohorts of up to 10 students in each for online connectivity on campus.

Teacher volunteers developed a list of up to 10 students to invite for in person Monday interventions to support skills development and engage in learning.

Students/parents were provided with tech support for use of ClassDojo, Zoom, and other district apps in person at Ayer or via phone. Students/parents were also referred to the FLATS centers for technology support.

Suspensions students with 1 or more

No suspensions were administered due to distance learning.

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

Chronic Absenteeism

Students with chronic absenteeism struggled with support from an adult at home, reliable wifi, or technology issues.

Suspensions students with 1 or more

No suspensions in 2020-2021.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Climate and Culture team refocused efforts in the development of the Mission, Vision, Values, and Goals as well as the Guidelines for Success for Ayer. The climate culture team met every Friday for one hour. MWG and Guidelines for success presented to staff for approval for 2021-2022 school year implementation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Climate and Culture team will continue to support PLCs and teachers in implementing relationship building strategies through classroom meetings, small groups, or one on one interactions. The CCT will meet for two hours every two weeks to monitor school wide data, officer referrals, implementation of the MMG and Guidelines for success. Planning days will be allocated to support addressing problem of practice.

Part time Resource Counseling assistant and RP counselor will be utilized to support students in one on one or small group settings to improve attendance, reduce office disciplinary referrals, and support teachers as needed.

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:

SSC provided input in the meeting on 2.25.21. SSC Parents shared they would like the Career Day to continue and to ensure that there is diversity in representation for gender, race/ethnicity, and industry while ensuring STEM, Arts, and education fields are represented.

2 ELAC:

ELAC provided input in meeting on 3.8.21. Parents requested that they are informed of all of the athletic and co-curricular activities offered to students and how students can access them so that they can help motivate their children to participate.

3 Staff:

Staff provided input on meetings held on 3.3.21 and 3.9.21.

Action 1

Title: Student Engagement - Local Improvement Team

Action Details:

The CCT/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) and Culturally Proficient Instruction (Lindsey, Robins, Lindsey). Campus Culture Team and Instructional Leadership Team will collaborate 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

Disaggregated quantitative data (Office Discipline Referral Counts, In class interventions) and qualitative data (Office Discipline Referral narratives) cycles will be used 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):

CCT

Timeline:

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

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

Climate and Culture Surveys

Owner(s):

Students, Teachers, Parents

Timeline:

The CCT will analyze data in the fall, winter, and spring.

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

Use of Second Step and teacher identified SEL resources to teach SEL skills to students during daily class meetings.

Owner(s):

Teachers, CCT

Timeline:

Quarterly

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 (Hammond) and Culturally Proficient Instruction (Lindsey, Nuri-Robbins, Lindsey, Terrell). 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 Climate and Culture Team and PLC.

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. CCT to analyze quarterly referrals.

The Resource Counseling Assistant will support students as needed in the classroom and during recesses and lunch 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 while ensuring consistency in the restorative process and monitoring of use with disproportionately suspended students or students referred to office discipline.

Continue Peer Mediation/Peacemaking Program with 4-6 grade students to provide conflict resolution/student-student repairs to help reduce behavior/discipline incidents.

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 PLC identified 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Teacher-Supp			CCT/SEL LIT Planning (No IEPs)	2,555.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4500	RCA - 0.45 FTE Ayer / 0.30 Malloch (also compliant with G3 A2)	27,804.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			CCT/LIT Problem of Practice (Extra Hours)	7,001.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities	2,500.00

\$39,860.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		82.45 %	2019-2020	82.45 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Not applicable for 2020-2021 school year SPSA and budget.

Staff Survey – Overall Positive in Belonging Domain

No SPSA and Budget goals made for 2020-2021 school year. However, there was an increase to 91% favorable responses in the 2021 Staff Belonging Spring Survey from 83% favorable responses in the 2020 Staff Belonging Spring Survey.

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

Staff Goal - Site Defined

Not applicable for 2020-2021 school year SPSA and budget.

Staff Survey – Overall Positive in Belonging Domain

There is a need to ensure that we hire and retain a teaching staff that reflects the community we serve and in particular for our African American and Hmong members. Ayer Elementary has 12.6% (95/755) African American students enrolled and 15% (113/755) Hmong students enrolled for 2020-2021 school year. The teaching staff is made up of 8% (3/37) African American teachers and 14% (5/37) Hmong teachers.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Not applicable for 2020-2021 school year SPSA and budget.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Teachers will engage in relationship building during PLCs, staff meetings, and professional development to develop their understanding of one another, orient new staff, and develop their culturally proficient skills. Strategies and efforts will be documented in PLC notes and agendas.

Administrators will be intentional in recruiting teachers and other staff from various backgrounds to interview for open positions.

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>School Site Council parents stated that they want to ensure teachers are supported and provided the tools and resources to be successful in the classroom during 2.25.21 meeting.</p>	<p>2 ELAC:</p> <p>ELAC provided input in meeting on 3.8.21. Recommendations of ensuring that Spanish speaking and Hmong speaking employees are hired as well as considering of starting or expanding multicultural events and celebrations like Hmong New Year, Hispanic Heritage Month, and Black History Month.</p>	<p>3 Staff:</p> <p>Lead teachers shared with SPSA writing team that teachers feel more connected when they have time to develop an interpersonal relationship with their teaching peers. A few teachers shared that their relationship with other teachers is the reason they have stayed at the school site.</p>
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Action 1

Title: Developing Interpersonal Professional Relationships in PLCs

Action Details:

Increase cross grade level collaboration.

Ensure a minimum of 5-10 minutes of connection-before-content activities and structures during staff meetings, site professional learning, and PLC meetings for the purpose of developing interpersonal relationships and cultural proficiency among staff with strategies and resources from Culturally Proficient Instruction (Nuri-Robbins, Lindsey, Lindsey, Terrell), Learning by Doing (DuFour, DuFour, Eaker, Many, Mattos), and from the FUSD DEI Framework.

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

Explain the Progress Monitoring and data used for this Action

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

Staff Climate and Culture Survey

Owner(s):

Teachers and Staff (complete), Climate and Culture Team

Timeline:

Fall and Spring Survey

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

AC/PLC meeting notes

Owner(s):

Teachers

Timeline:

Weekly

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

- **Student Academics:** Teachers develop professional connections with one another, feel supported, and receive support in instructional practices in the PLC
- **Student Centered and Real-World Learning:** Teacher PLCs model the development of professional norms and develop a respect for diversity in the workforce
- **Student Engagement:** Teachers that feel supported are more willing to learn and apply strategies such as connection before content

Specify Professional Development or Staff Services to support EL students:

Connection before content allows for students to practice speaking and listening skills with peers. Students

Specify Professional Development or Staff Services to support low-performing student groups:

Teachers will utilize their professional connections with one another to develop their SEL strategies and

practice adapting their linguistic register for the audience.

academic culturally proficient instructional practices to support African American students and students with disabilities.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		98.93 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	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.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Ayer ensured that School Site Council and ELAC convened virtually during distance learning.

Parent Survey - Respected and welcomed

FamilySpring Survey for Sense of Belonging has maintained at 96% for 2021 from 2020.

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

Family Goal - Site Defined

Access to reliable wifi and adequate technology hindered participation.

Parent Survey - Respected and welcomed

Lack of in person activities may have hindered participation. Parents were surveyed for best times to access important meetings as well the most accessible video conferencing platform.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Efforts focused on improving communication with parents via school website AyerBears.org, ClassDojo, and use of school messenger.

Teachers carried out virtual Parent Teacher conferences. Teachers established office hours for parents to communicate with teachers on how to support their students during distance learning.

School site carried out virtual academic awards ceremonies every quarter and Character Counts recognition ceremonies every six weeks.

Administrators held Parent Coffee Hours via Zoom the last Friday of every academic month to connect with parents, provide information, and field questions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Ensure that Back to School Night prepares parents to connect with teachers via classroom platform and learn a math and reading strategy that can be utilized throughout the year.

Open House will also coincide with an Art Hop where students will present to their parents a visual art piece and written composition after developing them with their teacher in class.

Continue with the use of digital videoconferencing tools to increase participation in ELAC, SSC, Parent Coffee Hours, other meetings, and award ceremonies parents participate in.
Continue use of Ayerbears.org, ClassDojo, and school messenger to communicate with parents.

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:

SSC provided input during 2.25.21 meeting. SSC parents expressed that many parents would prefer that events happen concurrently to reduce the number of evenings/days that parents have to take from work in order to participate. Parents recommended that we include STEM and Art activities produced by students and presented by students during school events like Open House, Carnival, or performance dates.

2 ELAC:

ELAC provided input in the meeting held on 3.8.21. Parents suggested that parent meetings continue to have an online access component even if in person as this allows for working parents and parents with multiple children at home during the day to participate.

3 Staff:

Staff provided input on 3.3.21 and 3.9.21.

Action 1

Title: Parent Education Nights

Action Details:

Providing busing during Back to School Night, Open House.

Back to school night presentations will include how to access ATLAS, accessing classroom communication platform, and accessing Clever, a reading strategy, and a math strategy.

Open House Night will coincide with school wide Art Hop.

Training for English Language Learners parents on ELD Proficiency Level continuum, Redesignation criteria, RFEP monitoring, ELPAC, and Seal of Biliteracy.

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

Attendance of parents during Back to School Night and Open House

Owner(s):

Teachers

Timeline:

Submitted attendance to administration by the end of the school week

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

Complete a parent survey of experience and recommendations

Owner(s):

Climate Culture Team

Timeline:

Completed within one week of the event date

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

Parent Climate and Culture Survey

Owner(s):

Parents

Timeline:

Fall and Spring

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

- **Student Academics: Increasing parent knowledge of the tasks and rigor of in class instruction.**
- **Student Centered and Real-World Learning: Providing parents with a reading and math strategy that is applicable in real life.**
- **Student Engagement: Increasing parent understanding of classroom learning and motivation of student learning.**

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

Art Hop will provide students with an opportunity to utilize their language skills to describe their art in written and oral form.

Reading strategy taught to parents will support EL students' develop in reading and writing.

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

African American students and students with special needs are supported through developing their speaking and writing abilities for presentation of their art.

Reading and math strategy will support their at home learning in support of classroom instruction.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation (No Food/Incentives)	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph			: Graphics, Also G3A1	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			: Graphics (Parent Handbook)	800.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Home School Liaison Extra Time	1,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		13,229.00

\$22,529.00

2021-2022 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 Reading Assessment K-2 Teachers (No IEPs)	6,001.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Reading Assessment (3-6 Lead Teachers) (No IEPs)	4,900.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Instructional Leadership Team Planning (No IEPs)	3,001.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies (No Food/Incentives)	876.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		44,541.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning	21,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST members	3,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Reading Assessment (K-2 teachers)	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SMART Goal Conferences	6,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP	6,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Additional PLC Time (TK-6th, GE and M/M)	16,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: SPED Curriculum	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,090.00
G1A1	Sup & Conc	Instruction	Subagreements			Corwin : Dr. Doug Fisher PL	56,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conference	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	3,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		13,551.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Resource Lab Aide Extra Time	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		37,892.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	634.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Computers/Tablets	9,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies. Also supports G2A1.	25,249.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Staff Computers	3,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Data Consolidation Day	10,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Summer Planning (TK-6th)	21,000.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,122.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: Copier Lease. Also supports G1A1 &A3.	4,000.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Summer Math Training for Teachers (AIMS) (No IEPs)	1,303.00
G1A3	Title 1 Basic	Instruction	Subagreements			AIMS : AIMS Contract	27,000.00
G3A1	Title 1 Basic	Instruction	Teacher-Supp			CCT/SEL LIT Planning (No IEPs)	2,555.00
G3A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4500	RCA - 0.45 FTE Ayer / 0.30 Malloch (also compliant with G3 A2)	27,804.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			CCT/LIT Problem of Practice (Extra Hours)	7,001.00

G3A1	Sup & Conc	Instruction	Mat & Supp	: PBS Activities	7,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	: Parent Participation (No Food/Incentives)	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph	: Graphics, Also G3A1	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	: Parent Participation	2,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph	: Graphics (Parent Handbook)	800.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext	Home School Liaison Extra Time	1,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Translating	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish 0.3750	13,229.00
					\$423,051.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,440.00
Sup & Conc	7090	\$250,107.00
LCFF: EL	7091	\$69,255.00
One-Time School	7099	\$28,249.00
Grand Total		\$423,051.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$360,662.00
G3 - Increase student engagement in their school and community	\$39,860.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$22,529.00
Grand Total	\$423,051.00