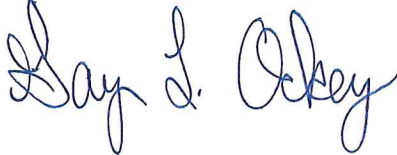


Mayfair Elementary

10621666006407

Principal's Name: Gay Ockey

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gay Ockey	X				
2. Chairperson - Joanna Gutierrez				X	
3. Eric Feldman		X			
4. Christeen Begley		X			
5. Lyle Patty		X			
6. Dayra Guzman			X		
7. Olivia Guzman				X	
8. Margarita Simancas				X	
9. Ana Bejar				X	
10. Karla Cortez				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 type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Mayfair Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Gay Ockey		3-20-17
SSC Chairperson	Joanna Gutierrez		3-20-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Mayfair - 0325

ON-SITE ALLOCATION

3010	Title I	\$59,353 *
7090	LCFF Supplemental & Concentration	\$205,001
7091	LCFF for English Learners	\$115,824
TOTAL 2017/18 ON-SITE ALLOCATION		\$380,178

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,114
Remaining Title I funds are at the discretion of the School Site Council	\$58,239
Total Title I Allocation	\$59,353

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	50/68	N/A ³	24.68%	20.82%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	29/68	N/A ³	19.28%	22.07%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	32/66	N/A ³	31.58%	24.66%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	64/68	0.00% ⁴	64.74%	66.81%	46.53%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	42/63	N/A ⁶	27.87%	28.32%	4.92%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	50/63	N/A ⁶	36.07%	39.82%	12.30%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	49/67	N/A ⁷	N/A ⁷	17.51%	24.10%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	31/67	N/A ⁸	N/A ⁸	21.85%	28.93%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	30/68	9.39%	21.43%	17.11%	9.52%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	17/68*	17.65%	30.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	10/68	44.21%	33.33%	34.52%	41.40%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	25/68	95.48%	95.08%	95.32%	95.07%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	41/69	11.53%	14.21%	16.54%	14.81%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	28/68	N/A ¹⁰	N/A ¹⁰	32.66%	33.77%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	7.35%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	27/68	6.59%	3.12%	5.03%	12.29%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	51/67	46.89%	45.01%	27.29%	17.13%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	54/68	N/A ¹³	N/A ¹³	67.99%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	44/69	N/A ¹³	N/A ¹³	62.39%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	51/68	N/A ¹³	N/A ¹³	55.08%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	61/68	N/A ¹³	N/A ¹³	65.81%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: gay.ockey - 03/11/2017

Save

Mayfair Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	20.82	26	California Teaching Fellows Foundation
3158 - Students with a D or F on their report card	67	37	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	24	30	A-Z Reading

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Mayfair Elementary School will implement a comprehensive reading instruction that supports learning of the foundational reading skills, comprehension of high quality text, and writing skills. Lessons will provide challenging content and employ questions and tasks, both oral and written, which integrate the standards through reading, writing, speaking and listening strategies. Differentiated reading intervention will be provided daily for students needing comprehension and/or reading foundational skills support. Student support will be based on assessment data from AC Common Formative Assessments and District Benchmark Assessment data. 1st - 6th Grades will have an intervention block by grade level with Teaching Fellow push-in support 4 times per week.

SMART Goals

By June 2018, the percentage of students who meet or exceed standards on the SBAC-ELA will increase by 5% from 21% to 26%. (3165)

During the 2017/18 school year: 1.) The average percent correct scored by students in Grades 1-6 on ELA District Interim Assessment End of Year will increase from 24% to 30%. (6256) 2.) By June 2018, there will be a 30% decrease in students receiving Ds & Fs on their Report Cards from 67% to 37%. (3158)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

· **A. District Reading Assessment (DRP)** 2X per year-Monitor & analyze for growth from previous year to make decisions for student learning:

2nd Grade=4 points, 3rd Grade=3 points, 4th & 5th Grades=2 points, and 6th Grade=1 point

Interim Assessments 2X per year (Analyze if made growth target)

SBAC Assessment Data 2017 (Analyze if made growth target-Actionable next steps)

AC Common Formative Assessments: 2 ELA & 2 Math CFA per quarter

B. Formal/Informal Walkthrough Weekly Feedback focused on:

- Instructional Practice Guide Tenets: Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on high quality text and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about text(s);
- **Classroom Foundations:** Objectives-Instruction Aligned-CFU-Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing

· **C. Quarterly Goal Setting:** School-Wide-AC-Classroom-Individual Student

· **D. Report Cards Ds & Fs Quarterly**

· **E. Teachers will monitor small group instruction** quarterly for student impact of intervention. **Fluency, BAS, BPST, CFAs, will be used to monitor effectiveness of interventions.** Progress monitor students in small group instruction 2X per month.

F. Instructional Leadership Team will meet monthly – AC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, AC Goal Setting Outcomes quarterly, KAIG & BAS progress, DOK levels of questioning/learning, calibrating grades. **AC Agendas Weekly**

Owner(s):

• **A. Co-Administrator**

• **B. Principal** Formal/Informal Walkthrough Data based on the IPG (Principal will meet weekly with Co-Administrator to discuss walkthrough data for next steps)

• **C. Co-Admin** – Goal Setting Data on-going with teachers using the AC template

• **D. Co-Administrator Quarterly – monitor Ds & Fs**

• **E. Co-Admin/TSAs** Monitor Bi-Weekly & Quarterly District Reading Assessment, BAS, KAIG Assessments, Intervention Data, CFA 2X per quarter data

• **F. Principal will facilitate ILT Meetings**

Timeline:

A. Quarterly
CFA:
2 ELA per quarter
2 Math per quarter

B. Weekly

C. Quarterly

D. Quarterly

E. Bi-Weekly/Quarterly

F. Monthly

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

- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes, and Parent/Student/Teacher Compact
- Tk/K Teachers will present a parent orientation before the start of the school year to focus on early literacy

Describe Related Professional Learning:

- 1.) **Create common pre-and post-formative assessments** using Wonders materials, Illuminate test-item bank, and/or AC created to support student's differentiated needs.
- 2.) **Development of student identification and monitoring system utilizing data.**

skills

- Quarterly Goals student progress will be shared with parents quarterly
- 2nd-6th grade Teachers will send home the parent District Reading Assessment reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour Monthly will provide trainings on strategies and information that support student reading development at home
- Parent University will provide trainings on strategies that support student reading development at home.
- **Parent Meetings and Events provide materials such as copy paper, pencils-pens, books etc., babysitting and food items to increase parent participation and involvement.**
- **Fund Home School Liaison to support parents with training on academic support, nutrition, and social/emotional training for student success...**

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- **Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, common formative assessments**
- **Rtl = 6 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by School) & (1 TSA 4-6 grades funded by**

3.) **Facilitate the ability to deconstruct standards and skills to the most Essential Learnings** that students must master for each grade level.

4.) **Learning By Doing AC Focus** will move to refining our practices with using Essential Learnings with CFAs to inform our instruction and provide us data to meet students' needs.

5.) **Focus Book: Better Learning Through Structured Teaching by Doug Fisher**

6.) **(Culture of Learning High Expectations):** First 10 Days Social Emotional Learning/CHAMPS/MAC/Second Step and Class Meetings weekly, & Academic Routines and Procedures for ex: Partner Work, How to Write in a Journal, Close Reading with Marking the Text...

7.) **Classroom Foundations: Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU** strategies.

8.) **(Challenging Content 2b):** Deepen our understanding to effectively teach the Wonders lessons that employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning through reading, writing, speaking and listening strategies. **Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text. (Utilize DOK Levels of Questioning)**

9.) **(Challenging Content) Wonders:** Readers Writer's Workshop and the Close Reading Companion: Marking Text, Responding to Text through Discussion & Writing

10.) **(Challenging Content) Wonders:** Writing Process that integrates skills instruction with grammar, spelling...

11.) **(Challenging Content/Ownership 3): How do we engage all learners?** Deepen our understanding to effectively teach the **Wonders** lessons that provide opportunities and allow students to:

- Productively struggle and demonstrate perseverance and self-regulation.
- Share their thinking about the content of the lesson using text evidence and display precision in their oral and written responses,
- Talk about and ask questions about each other's thinking in order to improve and clarify their own understanding of the text.
- **Productively Talk** (School-wide Talk Moves?) to engage with complex text through reading, writing, speaking & listening strategies/techniques.

12.) **Kids Inc! After school program** will help support students' varied needs by providing students opportunities to use on-line resources weekly to support reading comprehension and foundational skills.

13.) Learn and share strategies on effective ways to support students in completing tasks and assignments. Begin discussion on calibration of AC grading criteria.

14.) **Designated/Integrated ELD will be provided daily**

15.) **Digital Literacy Continuum for K-6 Grades** Training/Planning

16.) **Substitutes for teachers for SST's, IEP's, data chats, and peer observations**

17.) **Buyback Days will be site or regionally led.** Content in support of state standards and related adoptions will continue to be a focus.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- **EL students will receive Integrated ELD and Designated instruction** to support and increase their language/reading development/comprehension to master the State Standards.
- **EL students will be monitored and provided intervention and support** as determined by ELPAC, DRP,

District): Intervention is focused as a Push-in support except for intensive students

- **Graphics for visuals to support and enhance our adopted curriculum for ELA and Math**
- **Software and On-line Resources to enhance our adopted curriculum such as Reading A-Z, Moby Max...**
- **Technology such as SMARTboards, tablets, projectors, document cameras.. (Increase our PLI teachers from two to six teachers)**
- **Materials and supplies to support our technology such as bulbs, cables, printing supplies...**
- **Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books**
- **RSP Teacher as available** will support unidentified as well as identified students who are needing intensive reading support
- **Student DRP Data Chats and goal setting** will be provided to support teachers quarterly
- **Resource Technician** will support academic testing throughout the year. The technician will update and order as needed necessary materials and supplies to enhance and support student learning such as materials, graphics, technology, and software.

BAS, Fluency scores.

- **Rtl = 6 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District): Intervention is focused as a Push-in support except for intensive students which includes our ELLs**
- **Re-designated students will be celebrated at the Award's Assemblies Quarterly**

Mayfair Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.7500		Resource Technician will monitor curriculum and instruction materials and order as needed necessary supplies, materials, and technologies in order to support teachers and student learning.	\$ 44,074.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitutes to be provided for SSTs, IEPs, peer/site classroom observations, and data chats.	\$ 8,136.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Ordering of additional academic posters, charts to support student learning. School and classroom posters for CHAMPS, Guidelines for Success, school rules, and any additional site posters for school climate/academics.	\$ 1,000.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Student software to support students in grades K-6th during reading intervention.	\$ 7,700.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Professional reading for staff to provide supports and strategies for student learning and engagement.	\$ 1,500.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies to support teachers and students using Wonders curriculum and Go Math. Intervention curriculum to be used to support struggling readers during Rtl. Refreshment for parent meetings	\$ 13,908.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology and student software to support student access to reading and math curriculum. Replacement and updates of classroom technology included to support student learning.	\$ 5,000.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Purchasing of technology including student software, projectors, tablets, laptops, document cameras, bulbs, projectors.	\$ 5,000.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Intervention push-in for students in grades 1st-6th	\$ 44,400.00
Total									\$ 130,718.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	22	27	
3158 - Students with a D or F on their report card	67	37	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	29	35	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Mayfair Elementary School will provide comprehensive balanced mathematical instruction through learning opportunities related to conceptual understanding of mathematics through the three mathematical shifts Focus, Coherence, and Rigor. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing on the eight mathematical practices and making connections to content that reflect the three mathematical shifts. Lessons will provide opportunities for students to engage with grade-level problems, mathematical investigations, and/or tasks. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group instruction based on CFA data for at risk groups with an emphasis on technology to improve mastery of grade level standards.

SMART Goals

By June 2018, the percentage of students scoring "Standard Met" or "Exceeding" on SBAC-Math will increase by 5% from 22% to 27%. (3166)

During the 2017/18 school year: 1.)The average percent correct scored by students in Grades 1-6 on Math District Interim Assessment End of Year will increase from 29% to 35%. (6258) 2.) By June 2018, there will be a 30% decrease in students receiving Ds & Fs on their Report Cards from 67% to 37%. (3158)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- **A) Monitoring Learning with multiple assessments**
- **Interim Assessments** 2X per year (Analyze if made growth target)
- **SBAC Assessment Data** 2017 (Analyze if made growth target-3rd-6th Gr)
- **Quarterly Goal Setting:** School-Wide-AC-Classroom-Individual Student
- **Common Formative Assessments** 2 ELA & 2 Math CFA per quarter
-
- **B) Formal/Informal Walkthrough Weekly Feedback** focused on: Culture of learning and Challenging Content in the classroom learning;

Classroom Foundations: Objectives-Instruction Aligned-CFU-Closure, Productive Talk, Math Learning Logs, Graphic Organizers/Writing using math language

- Lessons that engage students in grade level problems, mathematical investigations, and tasks.
- Questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.
- Eight Mathematical Practices being incorporated into the learning
- Three Mathematical Shifts: Focus-Coherence-Rigor
-
- **C) Report Cards Ds & Fs Quarterly**
-
- **D) Leadership team will meet monthly** – AC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, AC Goal Setting Outcomes quarterly, KAIG & BAS progress, DOK levels of questioning/learning, calibrating grades. **AC Agendas Weekly**

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

- Fall parent/teacher conferences teachers will review student's SBAC, Interim Math scores, quarterly goals outcomes
- Tk/K Teachers will present a parent orientation before the start of the school year to focus on early literacy skills
- Quarterly Goals student progress will be shared with parents quarterly
- Quarterly Progress Reports
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour will provide trainings on Math strategies that support student learning at home
- Parent University will provide evening trainings on strategies that support student Math development at home
- GoMath on-line student resources will be provided to parents so students can access differentiated practice at home.

Owner(s):

A) Co-Administrator/TsAs

- Quarterly Goal Setting Data using the AC template with Actionable Next Steps
- Monitor Bi-Weekly & Quarterly District Interim, KAIG Assessments, CFA 2X per quarter data

B) Principal Formal/Informal Walkthrough Data based on the IPG (Principal will meet weekly with Co-Administrator to discuss walkthrough data for next steps)

C) Co-Administrator Quarterly – monitor Ds & Fs

D) Principal will facilitate Monthly ILT Meetings

Timeline:

A) Quarterly

B) Weekly

C) Quarterly

D) Monthly

Describe Related Professional Learning:

- 1.) Create common pre-and post-formative assessments using GoMath materials, Illuminate test-item bank, and/or AC created to support student's differentiated needs.
- 2.) Use the 5 Es for planning the GoMath lessons making sure to emphasize the problem solving tasks that are required by the mathematical shifts and the State Standards. Also as a reminder in the Engage section to use only as needed the overly scaffolded step-by-step process to solve problems.
- 3.) Facilitate the ability to deconstruct standards and skills to the most essential learnings that students must master for each grade level.
- 4.) **Better Learning Through Structured Teaching by Doug Fisher**
- 5.) **IPG Challenging Content 2a:** Deepen our understanding to effectively teach the GoMath lessons that reflect the shifts required by the State Standards for Mathematics. Focus-Coherence-Rigor
- 6.) **IPG Challenging Content 2b:** Deepen our understanding to effectively teach the GoMath lessons to employ instructional practices that allow all students to engage with grade-level problems, mathematical investigations, and/or tasks.
- 7.) **IPG Ownership 3:** Deepen our understanding to effectively teach the GoMath lessons that provide opportunities for students to have productive struggle and demonstrate perseverance and self-regulation. Lessons that allow

students to share their thinking about the content of the lesson, talk about and ask questions about each other's thinking in order to improve their own mathematical understanding. Students will use precise mathematical language in their explanations and discussions, and use appropriate mathematical tools.

8.) Kids Inc! After school program will help support students' varied needs by providing students opportunities to use the GoMath on-line resources weekly.

9.) Learn and share strategies on effective ways to support students in completing tasks and assignments. Begin discussion on calibration of AC grading criteria.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- **Book Study: Better Learning Through Structured Teaching** By Doug Fisher
- **Quality first teaching and** that focuses on the grade level standards, goal setting, checking for understanding, and Classroom Foundations
- **Classroom based Math intervention** utilizing data from Common Formative Assessments
- **Problem Solving and Automaticity/Fluency with Basic Facts**
- **District Interim Assessment, KAIG Data, and student goal setting outcomes** will be monitored by teachers quarterly
- **Increase Digital Literacy** with students in alignment with the Technology Scope and Sequence
- **Classroom materials and supplies including** notebooks, paper, pencils, pens, markers, crayons, chart paper, post-its, art supplies, and other associated items to support reading instruction and reading intervention program needs
- **Technology Hardware to support student performance in Math and digital literacy** (Carts, printer, ink, on-line resources, tablets, laptops, projectors, bulbs, document cameras, speakers etc. including maintenance/repair of technology)
- **Technology software, on-line resources to support student performance in math and digital literacy**

- **EL students will be monitored and provided intervention and support** as determined by CELDT, INTERIM, District Reading Assessment
- **Classroom based Math intervention** utilizing data from Common Formative Assessments
- Integrated/Designated ELD provided to our English Learners for strategic support
- Kids Inc! (After School Program) provides support for English Learners in Math and Reading. CELDT data, Interim data, Fluency/BAS data, and Reading Assessment are used to provide strategic interventions and support.
- **Re-designated students will be celebrated at the Award's Assemblies Quarterly**

Mayfair Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support comprehensive math and reading instructions for students and teachers.	\$	8,695.00
2	1	Sup & Conc	Instruction	Equipment Lease				Copy Machine to support student learning and instruction.	\$	3,900.00
Total									\$	12,595.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	25	30	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Mayfair Elementary will implement a comprehensive TK-3rd grade balanced literacy program which provides a focus on the Foundational Reading Skills: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, Comprehension, and Writing. These skills will be taught through direct instruction as well as through lessons that provide challenging content and employ questions and tasks, both oral and written, which integrate the standards through reading, writing, speaking, and listening strategies. Intervention RtI support will be provided for students that are At Risk and also for students that need accelerated learning. Differentiated reading support will be provided daily during an intervention block for students in grades K-3rd needing comprehension and/or reading foundational skills support. The RtI model will focus on push-in reading instructional intervention, provided by classroom teachers with in-class tutoring provided by Teaching Fellows. Students will be identified based on assessment data from AC Common Formative Assessments, BAS, Fluency scores, BPST, and District Benchmark Assessment data. Additional RtI pull-out support with the use of WonderWorks (McGraw-Hill) will be provided for Tier 3 students not progressing during the intervention block. The Primary TSA will work in collaboration with classroom teachers on instructional practices and AC planning for literacy instruction and supports.

SMART Goals

By June, 2018, the percentage of K-3 grade students not on grade level, (one grade level below), will decrease from 25% to 20% as evidenced on KAIG, BAS, DRP, and District Interim combined data on SQII indicator 3169.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

A. DRP Administration 2X per year and monitor & analyze for growth:

- 2nd Grade=4 points, 3rd Grade=3 points
- **Interim Assessments** 2X per year (Analyze if made growth target)
- **SQI Data Needs**
- **SBAC Assessment Data** 2017 (Analyze if made growth target-3rd grade)

B. Formal/Informal Walkthrough Weekly Feedback focused on:

- Instructional Practice Guide Tenets: Culture of Learning, Challenging Content, and Ownership in the classroom learning; lessons focused on high quality text and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about text(s);
- Classroom Foundations: Objectives-Instruction Aligned-CFU-Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing
- Majority of the lesson focused on high quality text and is spent listening to, reading, writing, and/or speaking about text(s);
- Questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning.

C. Quarterly Goal Setting/Incentives: School-Wide-AC-Classroom-Individual Student

- Quarterly awards assemblies
- Incentives and awards for students showing progress

D. Report Cards Ds & Fs Quarterly

E. Common Assignments and Assessments 2 ELA & 2 Math CFA per quarter

F. Leadership team will meet monthly – AC Common Assignments with student work, KAIG & BAS progress, DOK levels of learning, & Digital Literacy

G. AC Agendas Weekly

H. BAS, Fluency, and BPST will be used to monitor effectiveness of interventions.

I. KSEP, KAIG, BAS:

- Kindergarten will increase 1 Level on BAS scores every administration
- First Grade students will increase 2 Levels on BAS scores every administration

Owner(s):

A. Co-Administrator – Goal Setting Data, DRP, Interim, SBAC data on-going with teachers

B. Principal Formal/Informal Walkthrough Data
(Principal will meet weekly with Co-Administrator to discuss walkthrough data for next steps)

C. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly DRP, BAS, KAIG Assessments Intervention Data

D. Co-Administrator – monitor Ds & Fs

E. Principal Monthly– AC Common Assignments 2X per Quarter, Walkthrough data, KAIG & BAS progress & Digital Literacy instruction

F. Principal will create agenda for monthly ILT

G. Principal will collect weekly AC agendas

H. Co-Admin/TSAs will monitor impact of intervention small group learning and share with classroom teacher

I. Co-Admin collect on-going quarterly goal setting data and monitor with next steps.

Timeline:

A. Quarterly Data

B. Weekly

C. Bi-Weekly & Quarterly

D. Quarterly

E. Monthly

F. Monthly

G. Weekly

H. Quarterly

I. Quarterly

*2X per Month teachers will progress monitor

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

Describe Related Professional Learning:

- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes
- Quarterly Goals student progress will be shared with parents quarterly
- 2nd-3rd grade Teachers will send home the parent DRP report after the administration window
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs.
- Parent Coffee Hour will provide trainings on strategies that support student reading development at home
- Parent University will provide parent trainings on strategies that support student reading development at home with a focus on early learning literacy
- ELAC meetings will provide strategies that support student reading development at home for second language learners
- TK/Kindergarten Parent Outreach prior to beginning of the year

- **Walkthrough Focus/Support:** review of IPG and quarterly focus areas

Quarter 1-Culture of Learning High Expectations: First 10 Days Social Emotional Learning/CHAMPS/MAC/Second Step and Class Meetings weekly, & Academic Routines and Procedures for ex: Partner Work, How to Write in a Journal, Close Reading with Marking the Text...

- 1.) **Create common pre-and post-formative assessments** using Wonders materials, Illuminate test-item bank, and/or AC created to support student's differentiated needs.
- 2.) **Development of student identification and monitoring system utilizing data.**
- 3.) **Facilitate the ability to deconstruct standards and skills to the most Essential Learnings** that students must master for each grade level.
- 4.) **Learning By Doing AC Focus** will move to refining our practices with using Essential Learnings with CFAs to inform our instruction and provide us data to meet students' needs.
- 5.) Focus Book: **Better Learning Through Structured Teaching by Doug Fisher**
- 7.) **Classroom Foundations: Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU** strategies.
- 8.) **(Challenging Content 2c):**
 - Does instruction develop foundational skills in service of comprehension?
 - The foundational skills being taught are aligned to the reading foundations standards for the grade.
 - Frequent monitoring of student progress drives the content so students get what they need, not what they already know.
 - Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Not all strands will be addressed in each lesson.
 - Instruction & materials provide opportunities for all students to practice reading and writing newly acquired foundational skills.
- 9.) **(Challenging Content/Ownership 3): How do we engage all learners?** Deepen our understanding to effectively teach the **Wonders** lessons that provide opportunities and allow students to:
 - Productively struggle and demonstrate perseverance and self-regulation.
 - Share their thinking about the content of the lesson using text evidence and display precision in their oral and written responses,
 - Talk about and ask questions about each other's thinking in order to improve and clarify their own understanding of the text.
 - **Productively Talk** (School-wide Talk Moves?) to engage with complex text through reading, writing, speaking & listening strategies/techniques.
- 10.) **Kids Inc! After school program** will help support students' varied needs by providing students opportunities to use on-line resources weekly to support reading comprehension and foundational skills.
- 11.) **Digital Literacy Continuum for K-6 Grades** Training/Planning
- 12.) **Substitutes for teachers for SST's, IEPs, data chats, and peer observations**
- 13.) **Buyback Days will be site or regionally led.** Content in support of state standards and related adoptions will continue to be a focus.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- **Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, formative assessment**
 - **Foundational Reading skills:** Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Writing.
 - **Engage in Complex Text** for students to think more critically through reading, writing, speaking/listening activities and integrate the Foundational skills in ELA & Math
- **Rtl = 6 Teaching Fellows and 1 Primary Grade TSA: Intervention is focused as a Push-in support except for intensive students**
- **Primary TSA** will support Kindergarten – 3rd grade students that are scoring significantly below grade level with their reading development
- **KAIG, BAS, High Frequency Words Goal Setting and Data Chats** will be provided by teachers quarterly with students
- **6 Teaching Fellows** will push-in classrooms to support students in grades 1st-3rd in order to support teacher through small group instruction for students needing extra support
- **RSP Teacher** as available, will support unidentified 1st grade students who are needing intensive reading support
- **Student DRP Chats and Goal Setting** will be provided by teachers quarterly
- **Classroom materials and supplies** including notebooks, paper, pencils, pens, markers, highlighters, chart paper, post-its, and other associated items to support reading instructions and reading intervention program needs
- **Technology Hardware** to support student reading, assessment program, and digital literacy (carts, printer, ink, on-line resources, tablets, laptops, projectors, bulbs, document cameras, speakers, etc. including maintenance/repair of technology)
- **Technology Software, on-line** resources to support reading, assessment program, and digital literacy
- **Reading A-Z Technology Software** to support reading, assessment program, and digital literacy for students in grades K-6th grades.

- EL students will receive Daily Designated Small Group instruction to support and increase their language/reading development/comprehension/language skills
- EL students will be monitored and provided intervention and support based on RFEP monitoring, Common Formative Assessments, DRP, BAS, Fluency scores, and District Interim data
- Re-designated students will be celebrated at the Award's Assemblies Quarterly

Mayfair Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	1.0000		Primary TSA will work with primary grade ACs to plan and develop quality first teaching and classroom based intervention that focuses on grade level standards, goal setting, checking for understanding, classroom foundations, and CFAs. TSA will also super	\$ 116,264.00
3	1	Sup & Conc	Instruction	Instr Aide-Extra Time Salaries				Extra time for IAs to provide support and assist teachers and office staff.	\$ 1,466.00
Total									\$ 117,730.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10	15	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Mayfair Elementary will implement a comprehensive, balanced language acquisition program by providing Designated and Integrated English Language Development to support our English Learners in accessing the State Standards in ELA and Math.

SMART Goals

By May 2018, the percentage of EL students that are redesignated will increase 5% from 10% to 15% as evidenced by the multiple measures used by the District. (917)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

A) Goal Setting: Monitor with Multiple Assessment Data

- **ELPAC Data for baseline %Met**
- **EL Goal Setting Report/Know each EL's Needs**
- **DRP Administration** Disaggregate by EL subgroup 2X per year
- **Interim Assessments** Disaggregate by EL subgroup 2X per year (Analyze if made growth target)
- **SQII Data Needs** Disaggregate by EL subgroup
- **SBAC Assessment Data 2017** (Analyze if made growth target & Disaggregate by EL Subgroup)
- **BAS, Fluency, BPST will be used to monitor effectiveness of interventions for ELs.** TSA/Teachers
- **Quarterly Goal Setting:** School-Wide-AC-Classroom-Individual Student
- **Common Formative Assessments** 2 ELA & 2 Math CFA per quarter
- **Report Cards Ds & Fs Quarterly**

B) Formal/Informal Walkthrough Weekly Feedback focused on implementation of Designated & Integrated ELD as well as IPG data entry. Co-Admin and Principal will discuss supports needed as observed in walkthroughs

C) Leadership team will meet monthly – Discuss EL progress and other data

D) RFEP Monitoring and identification of RFEP students not meeting grade level standards.

Owner(s):

A) Co-Admin CELDT Data & EL Goal Reports

- **Co-Administrator** – Goal Setting Data on-going with teachers
- **Co-Admin/TSAs** Monitor Bi-Weekly & Quarterly Interim, DRP, BAS, KAIG Assessments Intervention Data
- **Co-Admin Quarterly** – monitor Ds & Fs

B) Principal-Walkthrough Collaboration/Data

C) Principal Facilitates Monthly ILT

D) HSL/CoAdmin - RFEP monitoring of students; input on ATLAS and update in cums. Identify students not meeting grade level standards and report to coadmin for monitoring and planning with teacher

Timeline:

A) Quarterly

B) Weekly

C) Monthly

D) Quarterly

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

- Teachers will review EL Goal Setting Report, CELDT, and academic results with parents at parent/teacher conferences in the Fall
- Parent Coffee Hour planned by the Home School Liaison will provide trainings and support on strategies to support English Language development
- Parent University will provide trainings on strategies that support English Language Development
- Quarterly Goals including English Development goals will be shared with parents quarterly
- ELAC monthly meetings will provide support and information to our English Learner parents
- 2nd-6th grade Teachers will send home the parent DRP reports after every administration
- Parents will be invited to Student Success Team meetings to collaboratively develop interventions necessary to support individual students
- Ongoing communication of student progress through Progress Reports, Quarterly Report Cards, Quarterly Goals, ATLAS Parent Portal, EduText, ISLPs
- Information will be translated in other languages for our families
- **Babysitting will be provided as needed for parents to attend meetings and trainings**
- **Materials/supplies/technology/food items will be provided to parents for meetings and trainings**
- **Translating services will be provided as needed**
- **ELPAC Assessors funded to support assessing students**
- End of year celebration and presentation of redesignated students.

Describe Related Professional Learning:

- **Provide additional training on Integrated and Designated ELD** with our Wonders program to support planning and learning for our English Learners
- **ELPAC strategies to reinforce all year long**
- **Deconstruct the ELD Standards** for planning/teaching and integrate with the ELA Standards
- **Use the EL Goal Setting Report to identify target students and their instructional needs**

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- **LTEs in Grades 4,5, and 6 will be identified for Boot Camp during the first week of school**, with priority given to students in Grades 6, 5, and then 4. They will be included in the Mayfair After School Program and will receive tutoring for a minimum of 1.5 hours per day/ 4 days per week. **The tutoring will begin the second week of school** and will continue until the Mayfair window for ELPAC administration begins. The tutoring will include practice and reinforcement in speaking, listening, reading, and writing in the formats students will encounter on the ELPAC.
- **Teachers will develop ELPAC goals** related to redesignation and be expected to know of their LTEL status and learn specific skills and strategies to increase one or more levels on 2017 ELPAC.
- **Teachers will provide small group support to ELL struggling readers** daily especially the Long-term ELLs

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- **EL students will receive Daily Designated Small Group instruction** to support and increase their language/reading development.
- **EL students will be monitored and provided intervention and support** as determined by CELDT, DRP, INTERIM, BAS, DIBELS, Fluency scores.
- **Re-designated students will be celebrated at the Award's Assemblies at every period**

Mayfair Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Hmong	0.4375		HSL will monitor RFEP Monitoring Forms and input information on ATLAS as well as file forms in cums. RFEP students not meeting grade level standards will be brought to the attention of co-admin in order to meet with teacher and plan for supports.	\$	14,735.00
4	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support ELs in reading and math. Instructional support for teachers to help students access the content.	\$	17,601.00
4	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology and software to support student learning and access to the curriculum. Includes classroom replacement and upkeep of classroom technology.	\$	10,000.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC assessors	\$	4,628.00
								Total	\$	46,964.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95	96	Fun Works
2080 - Students engaged in a goal 2 activity	16	30	
5942 - Chronic absenteeism rate	14	12	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Mayfair Elementary will increase the overall attendance rate to 96% by implementing school-wide reward/incentives, dialogue with parents and students about the importance of school, as well as encourage student participation in Goal 2 activities that focus on the arts, activities, and athletics. Rewards and incentives will be provided to students through drawings that will occur on a weekly basis. Monthly trophies will be rotated to classrooms with the best attendance per grade level. CWA specialist, Home School Liaisons, and Office Assistant will monitor the attendance, behavior, and grades of identified K-6th students with chronic absenteeism. They will make regular contact with each student and family, arrange for mentoring as needed, and provide incentives for improved attendance and behaviors. Identified students in grades 5th and 6th may receive mentoring through "Girl Power" and "Boys to Men". There will be a focus on students in grades PreK-1st to encourage school attendance. Literacy Nights for families in the primary grades will focus on research-based talks about the importance of attendance for student success beginning in PreK-1st. Teachers will provide mini workshops for "Make It/Take It" activities that support the learning of High Frequency Words and Literacy at home.

SMART Goals

By June 2018, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 14% to 12% as evidenced by the SQII indicator (5942). By June 2018, the overall attendance rate will increase 1% from 95% to 96%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)

- A. **Office Assistant will monitor attendance** and make contact with parents of absent students daily
- B. **Office Assistant/Home School Liaison 2X Monthly** will make phone contact with parents that are scheduled for A2A meetings
- C. **Office Assistant 2X monthly** will coordinate A2A meetings and document parent attendance
- D. **CWA/Home School Liaison will make contact weekly** to parents of students who have At-Risk attendance
- E. **Teachers and Principal will monitor dashboards weekly** that their class has 95% or better attendance and discuss with parents as needed
- F. **Co-Admin will monitor classrooms monthly to identify classrooms with best attendance rate** per grade level
- G. **Teachers will keep track of Perfect Attendance Rewards Weekly** and provide qualified students with tickets for weekly raffle
- H. **Co-Admin/Home School Liaisons Quarterly** – Monitor Parents who participate in parent trainings and their children's attendance

Owner(s):

Owner(s)

- A. **Office Assistant Daily** will make calls to parents of absent students and document
- B. **Office Assistant/Home School Liaison 2X Monthly** will make phone contact with parents that are scheduled for A2A meetings
- C. **Office Assistant 2X monthly** will coordinate A2A meetings and document parent attendance
- D. **Home School Liaison/CWA Weekly** will make contact with parents of students who have At-Risk attendance
- E. **Principal will monitor Attendance Dashboard Daily** and have communication with parents/teachers/students
- F. **Co-Admin will update monthly grade level classrooms with best attendance rate**
- G. **Teachers weekly will keep track of Perfect Attendance Rewards and give out weekly reward**
- H. **Co-Admin/Home School Liaison Quarterly** – Monitor Parents who participate in parent trainings and their children's attendance

Timeline:

Timeline

- Daily
- 2X Monthly
- 2X Monthly
- Weekly
- Daily
- Monthly
- Weekly
- Quarterly

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

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

- Red Ribbon Week
- Read Across Mayfair/Dr. Seuss Birthday/Book Fair
- Donuts with Dad & Muffins with Mom
- Science-Math-Reading Nights
- Bingo Nights
- Winter & Spring Programs
- Career Day 4-6 Grades
- Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home, and how to support their children's reading and math learning.
- Parents receive Parent Handbook that includes School and District guidelines
- Weekly School Messenger
- Monthly Calendars with school events sent home
- ATLAS Parent Portal

Describe Related Professional Learning:

Describe related professional learning:

- August-September Teachers in grades PreK-1st will sign up for Early Learning Family Literacy Nights and identify focus for "Make-It"/"Take-It"
- August-September Teachers will sign-up for activities they would like to lead to support student/school activities for Goal 2
- **August grade levels will sign up to host monthly Family Bingo Nights**

- Early Learning Family Literacy Nights
- Quarterly Family Nights with Krazy Karen

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Quarterly Award's Assemblies to honor students with Perfect Attendance
- Student of the Month Luncheons
- Mighty Mustang
- Goal 2 Field Trips for each grade level
- Quarterly Award's Assemblies to honor students with Perfect Attendance
- Quarterly Award's Assemblies for Citizenship Awards for students that model good character
- Quarterly Award's Assembly for Perfect Attendance Students
- Weekly Attendance Drawing/Incentives during lunch
- School Spirit Celebrations for staff and students
- Boys to Men & Girl Power Mentoring Support as available
- School-Wide Awards: I Got Caught Tickets, Might Mustang, Golden Tickets
- School-Wide events to help students feel connected to school: Red Ribbon Week, Read Across Mayfair, Muffins with Mom/Doughnuts with Dad, Early Learning Family Literacy Night
- Science/Math/Literacy Night, Back to School Night, Open House, Testing Rallies with Krazy Karen (Fun Works), Staff vs Student games, Study Trips, Peach Blossom Festival

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Specify additional targeted actions for EL students:

- Special Recognition of Re-designated students at Award's Assemblies
- ELL will be recognized when meet goals

Mayfair Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL will help monitor student behaviors, attendance, and grades of identified K-6th students with chronic absenteeism. Regular contact with students and families will occur in order to arrange mentoring as needed and provide incentives for improved atten	\$ 14,994.00
5	2	LCFF: EL	Guidance & Counseling Services	Classified Support-Supplemental				Babysitters to provide child care for families participating in SSC, ELAC, Parent University, or English Classes.	\$ 1,808.00
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				Extra Time for site support	\$ 523.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Provide materials, and supplies during parent meetings.	\$ 1,500.00
5	2	Sup & Conc	Attendance & Social Work Services	Student Incentives				Incentives and rewards for attendance, behaviors, and academics to motivate students and increase overall attendance. Including quarterly assemblies with Krazy Karen, weekly drawings, and monthly recognition for attendance. School activities for Red Rib	\$ 5,000.00
Total									\$ 23,825.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	11	6	Family Foundation Services
2080 - Students engaged in a goal 2 activity	16	30	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Mayfair Elementary will implement a tiered level of response for behavior supports, and we will continue the implementation of our Climate and Culture components to lesson distractions and enhance campus safety for all students. Guidelines for success, CHAMPS, Class Meetings/OLWEUS, and Second Step lessons will continue to promote personal responsibility and social skills resulting in fewer conflicts with staff and other students. We are adding weekly counseling support for our students that are at risk. We will increase Goal 2 activities with a focus on our at risk students as well as our unique students (SPED, Hmong, Males) during our after school program to support students being engaged at school.

SMART Goals

By May 2018, the percentage of out of school suspension instances per 100 students will decrease from 11% to 6% as evidenced on the SQII indicator (843). By May 2018 there will be an increase of students engaged in Goal 2 activities especially our unique students (SPED, Hmong, Male) from 16% to 30% as evidenced on SQII indicator (2080).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- A) Teachers will Develop Classroom Management Plans using CHAMPS book for support
- B) **Tiered Level of Behavior Supports:**
 - Tier 1: School-wide implementation of CHAMPS, Class Meeting, Second Step Lessons, Classroom Management Plans, Parent Conference, Classroom Behavior Plans...
 - Tier 2: SSTs, Formal Behavior Plan (BSP), Counseling Support
 - Tier 3: ICET District Team Meeting, Counseling Support
- C) STOIC Team will meet Monthly to monitor areas of focus with Data on our structures/procedures effectiveness of actions-Quarterly
- D) Monitor Suspension & Office Referral Data Weekly and Post Monthly
- E) SSTs will be done monthly to support students with academic and behavioral concerns
- F) Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are servicing
- G) Principal/Co-Admin/Teachers will monitor dashboards daily for behaviors and attendance and make contact with parents as needed
- H) Teachers Quarterly will turn in the Class Meeting/Second Step Teacher Verification Form as evidence of teaching these lessons Weekly
- I) I Got Tickets earned weekly for students that have shown good character (Weekly drawing for prizes)
- J) Co-Admin/Resource Technician/Kids Inc will input Goal 2 activities to monitor student participation
- K) RP Counselor will work with students and staff for support
- L) Principal will provide positive phone calls home, Mighty Mustangs, Character Announcements
- M) Krazy Karen will provide monthly activities to support attendance and student engagement.

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

- Red Ribbon Week
- Read Across America-Dr. Seuss Week/Book Fair
- Krazy Karen assemblies and family activities
- Donuts with Dad & Muffins with Mom
- Science-Math-Reading Nights
- Bingo Nights
- Winter & Spring Programs
- Career Day 4-6 Grades
- Fieldtrips
- Goal 2 Activities
- Athletics
- Music 4-6 Grades
- Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and

Owner(s):

- A&B) Principal Classroom Management Plans-Turn in August 2017 and Tiered Level of Supports Monitor & Support
- C) Co-Admin & STOIC Chair Meetings Monthly
- D) Co-Administrator & STOIC Chair will monitor and collect data Monthly on Suspensions and Office Referrals to update staff
- E) Co-Admin will organize SST Monthly
- F) Family Foundations Counselors Monthly will provide feedback to Principal and Teachers on student progress
- G) Principal will monitor Behavior Dashboard and have communication with parents/teachers/students
- H) Principal Quarterly will turn in the Class Meeting Teacher Verification Form to District
- I) Teachers will provide tickets to students weekly for attendance and I Got Caught for good character
- J) Co-Admin will monitor input of Goal 2 Activities
- K) RP counselor will provide ongoing support
- L) Principal Weekly will provide positive phone calls home, Mighty Mustangs, Character Announcements
- M) Krazy Karen will provide monthly activities to support attendance and student engagement.

Timeline:

- A&B) Ongoing
- C) Monthly
- D) Monthly
- E) Monthly
- F) Monthly
- G) Weekly
- H) Quarterly
- I) Weekly
- J) Quarterly
- K) Ongoing
- L) Weekly
- M) Monthly

Describe Related Professional Learning:

- Training provided to support teachers in dealing with students that have been exposed to drugs, abuse, trauma
- Training provided to give teachers additional strategies on how to deal with Level 2 misbehaviors
- School-wide agreed upon behavior expectation rules. Make into posters to be placed in classrooms & throughout the school
- Teachers will develop Classroom Management Plan. CHAMPS/MAC behavior expectations School-wide
 - (Turn in to Admin and prepare for Parents at Back to School Night)
- Review and Revise as needed Levels of Misbehavior on Office Referral
- Monthly STOIC Team (Climate & Culture) meetings to monitor with data effectiveness of our school procedures/routines and make adjustments as needed
- STOIC Team will develop School-wide behavior expectations with staff input and monthly focus areas for next school year to reinforce student learning throughout the year
- Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules

positive interactions with children at home

- Parents receive Parent Handbook that includes School and District rules and policies
- ATLAS Parent Portal
- Edutext

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- **September Olweus Kick-off Assembly & Kindness Theme to create a climate that supports kindness where we don't bully others.**
- **Character Trait Monthly Focus**
- **At-Risk student supports as needed:** Parent Contact by Teacher, Behavior Plans formal or informal, SSTs, ICET
- Goal 2 Activities provided to engage students especially if they are At Risk
- **Student of the Month Luncheon**
- **Student Leadership and Teacher Representatives to help with student jobs**
- **Citizenship Award's Certificate** for students that model good character at Award's Assembly
- **Award's And Character Assembly every Quarter**
- **Chaplain Mentor**
- **Boys to Men & Girl Power Mentoring Support as available**
- **Weekly Student Jobs will be created** with an emphasis on students with attendance and behavior concerns (Monitored by Teacher Representative)
- **School-wide Incentives:** Mighty Mustangs Awards, I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- **Classroom Goal Setting with Behaviors and Academics**
- **School-wide Events to help students feel connected to school:** Red Ribbon Week, Read Across America Week/Dr. Seuss, Donuts with Dad & Muffins with Mom, Science-Math-Reading Nights, Bingo Nights, Winter & Spring Programs, Career Day, Athletics, Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
- **Second Step and Olweus Bullying Prevention Class Meetings weekly** with Mayfair No Bullying rules posted in classrooms and around the school
- **August & January Behavior Expectations/Theme for Year Assembly**
- **August & January Two Week Focus on Guidelines for Success MUSTANGS, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations**
- **Fund Family Foundations Counseling support for At-Risk students to support their social/emotional well-being for academic success.**
- RP Counselor Support
- **Chaplain Mentoring**
- **Boys to Men & Girl Power Mentoring Support as available**

posted in classrooms and around the school

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- **August & January Behavior Expectations/Theme for Year Assembly**
- **August & January Two Week Focus on Guidelines for Success HAWKS, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations**
- **August-Playground Expectations Rotation** to directly teach students the rules on the playground and with equipment...
- **September Roll-Out Olweus Bullying Prevention Assembly with Kindness as a focus**

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- **Special Recognition of Re-designated students at Award's Assemblies**
- **ELLs will be recognized when meet quarterly goals**
- **Goal 2 Activities**
- **Tiered Level of Supports**

Mayfair Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher supplemental to provide time for teachers to plan and organize school wide events such as Read Across America, Red Ribbon Week, Family Literacy Night. Parent Outreach opportunity for incoming TK-Kindergarten students. Additional contracts for Ba	\$ 9,710.00
6	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators to support teachers during Parent Teacher Conferences	\$ 1,206.00
6	2	LCFF: EL	Parent Participation	Materials & Supplies				Materials and supplies and Refreshment for parent meetings	\$ 800.00
6	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	Family Foundations counselor to provide social-emotional supports to identified students. Counselor will provide monthly feedback to teachers and admin on progress of students they are servicing.	\$ 35,910.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				District Evaluation Fee for Family Foundations Counseling Services	\$ 720.00
Total									\$ 48,346.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0325 Mayfair Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			Substitutes to be provided for SSTs, IEPs, peer/site classroom observations, and data chats.	8,136.00
1	1	Sup & Conc	Instruction	Bks & Ref			Student software to support students in grades K-6th during reading intervention.	7,700.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Professional reading for staff to provide supports and strategies for student learning and engagement.	1,500.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology and student software to support student access to reading and math curriculum. Replacement and updates of classroom technology included to support student learning.	5,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Ordering of additional academic posters, charts to support student learning. School and classroom posters for CHAMPS, Guidelines for Success, school rules, and any additional site posters for school climate/academics.	1,000.00
1	1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support teachers and students using Wonders curriculum and Go Math. Intervention curriculum to be used to support struggling readers during RTI. Refreshment for parent meetings	13,908.00
1	1	LCFF: EL	Instruction	Nc-Equipment			Purchasing of technology including student software, projectors, tablets, laptops, document cameras, bulbs, projectors.	5,000.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Intervention push-in for students in grades 1st-6th	44,400.00
1	1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.750	Resource Technician will monitor curriculum and instruction materials and order as needed necessary supplies, materials, and technologies in order to support teachers and student learning.	44,074.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support comprehensive math and reading instructions for students and teachers.	8,695.00
2	1	Sup & Conc	Instruction	Equip Lease			: Copy Machine to support student learning and instruction.	3,900.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.000	Primary TSA will work with primary grade ACs to plan and develop quality first teaching and classroom based intervention that focuses on grade level standards, goal setting, checking for understanding, classroom foundations, and CFAs. TSA will also supervise, monitor, and train Teaching Fellows to effectively support teachers and students during small group instruction.	116,264.00
3	1	Sup & Conc	Instruction	Ins Aide-Ext			Extra time for IAs to provide support and assist teachers and office staff.	1,466.00
4	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support ELs in reading and math. Instructional support for teachers to help students access the content.	17,601.00
4	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology and software to support student learning and access to the curriculum. Includes classroom replacement and upkeep of classroom technology.	10,000.00
4	1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438	HSL will monitor RFEP Monitoring Forms and input information on ATLAS as well as file forms in cums. RFEP students not meeting grade level standards will be brought to the attention of co-admin in order to meet with teacher and plan for	14,735.00

1			Attendance & Social Work Service	Cls Sup-Reg	0.438	supports.	14,735.00	
4	1	LCFF: EL	Instruction	Direct-Other		ELPAC assessors	4,628.00	
5	2	Title 1 Basic	Parent Participation	Mat & Supp		Provide materials, and supplies during parent meetings.	1,500.00	
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext		Extra Time for site support	523.00	
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	HSL will help monitor student behaviors, attendance, and grades of identified K-6th students with chronic absenteeism. Regular contact with students and families will occur in order to arrange mentoring as needed and provide incentives for improved attendance and behaviors.	14,994.00
5	2	Sup & Conc	Attendance & Social Work Service	Student Incenti		: Incentives and rewards for attendance, behaviors, and academics to motivate students and increase overall attendance. Including quarterly assemblies with Krazy Karen, weekly drawings, and monthly recognition for attendance. School activities for Red Ribbon Week, Read Across America, and events to motivate students.	5,000.00	
5	2	LCFF: EL	Guidance & Counseling Services	Cls Sup-Sup		Babysitters to provide child care for families participating in SSC, ELAC, Parent University, or English Classes.	1,808.00	
6	1	Sup & Conc	Instruction	Teacher-Supp		Teacher supplemental to provide time for teachers to plan and organize school wide events such as Read Across America, Red Ribbon Week, Family Literacy Night. Parent Outreach opportunity for incoming TK-Kindergarten students. Additional contracts for Back Pack Program and team STOIC.	9,710.00	
6	2	Sup & Conc	Guidance & Counseling Services	Subagreements		Family Foundation Services : Family Foundations counselor to provide social-emotional supports to identified students. Counselor will provide monthly feedback to teachers and admin on progress of students they are servicing.	35,910.00	
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other		: District Evaluation Fee for Family Foundations Counseling Services	720.00	
6	1	LCFF: EL	Parent Participation	Cls Sup-Sup		Translators to support teachers during Parent Teacher Conferences	1,206.00	
6	2	LCFF: EL	Parent Participation	Mat & Supp		: Materials and supplies and Refreshment for parent meetings	800.00	

\$380,178.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,353.00
Sup & Conc	7090	\$205,001.00
LCFF: EL	7091	\$115,824.00
Grand Total		\$380,178.00

Domain Totals	Budget Totals
Academic	\$318,923.00
SEL / Culture & Climate	\$61,255.00
Grand Total	\$380,178.00