

Mayfair Elementary

10621666006407

Principal's Name: Gay Ockey

Principal's Signature: 

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

Title I SWP

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

Consolidated Program Assurances

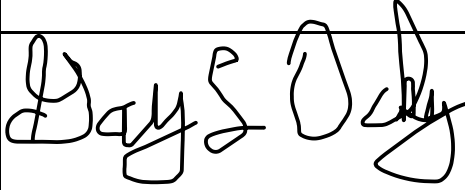
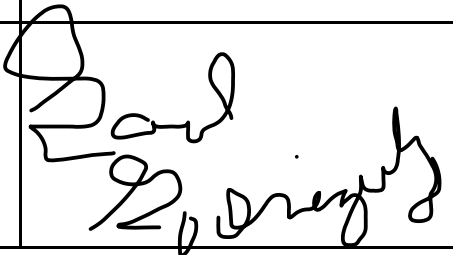
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gay Ockey	X				
2. Chairperson – Raul Rodriguez		X			
3. Diana Velazquez - Secretary		X			
4. Mee Vang		X			
5. Veronica Granados		X			
6. Susana Cabrera			X		
7. Efrain Prieto				X	
8. Olivia Guzman				X	
9. Ana Bejar				X	
10. Lourdes Andrade				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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Gay Ockey		4-24-2020
SSC Chairperson	Raul Rodriguez		4-24-2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Mayfair - 0325

ON-SITE ALLOCATION

3010	Title I	\$71,656 *
7090	LCFF Supplemental & Concentration	\$239,652
7091	LCFF for English Learners	\$100,584
TOTAL 2020/21 ON-SITE ALLOCATION		\$411,892

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,028
Remaining Title I funds are at the discretion of the School Site Council	\$69,628
Total Title I Allocation	\$71,656

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	11.732 %	14.201 %	2018-2019	21.201 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.4 %	30.226 %	2018-2019	37.226 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.455 %	34.648 %	2018-2019	41.648 %

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

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

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

SBAC ELA: We are on target to meet our goals due to the implementation of the actions below. Based on iReady data from the Fall and Winter diagnostic. More focus actions will be implemented to support our low-performing groups; SWD and ELLs as stated in #2.

- Implementation and fidelity to the District Adopted ELA Curriculum (GVC)-Wonders
- PLC work in identifying quarterly essential learning/learning targets and creating CFAs to monitor student learning and identify student needs
- PLC created CFA calendars and quarterly benchmarks
- PLC end of year Smart Goals to be aligned to end of year grade level assessments (iReady, SBAC, BAS CFAs, iReady, IAB/F-IAB)
- Weekly PLC meetings to review CFA data and to plan for additional student supports during intervention
- Following pacing schedule to ensure all CCSS are taught
- Integrated ELD instruction using Wonders ELA/ELD
- Designated 45-minute intervention block for each grade level where Tier 1 and Tier 2 is supported by teacher, TSA, and/or push-in Teaching Fellow support
- 1x1 technology for students in grades 1st-6th
- Implemented on-line supplemental reading support program; iReady

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

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

5% of SPED students (2 of 40 students) met/exceeded on SBAC compared to 34.6% overall. Our SPED students are not reading on grade level and need more opportunities to receive supports through literacy by building foundational skills and receive differentiated instruction with scaffolded support consistently and daily. Also, an inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able to demonstrate mastery of standards. No specific inequities were identified other than addressing utilizing the adopted curriculum to fidelity.

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

5.7% of SPED students (2 of 35 students) met/exceeded on SBAC compared to 34.6% overall. Our SPED students are not reading on grade level therefore are struggling to read math word problems. There is a lack of process to identify students needing extra support in academic and social/emotional areas.. An inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able demonstrate mastery of standards. More exposure and practice with scaffolds using the Mathematical Practices of the GVC. More use of mathematical tools to support student conceptual understanding of concepts. No specific inequities were identified other than addressing utilizing the adopted curriculum to fidelity.

- An after school tutorial homework center (Kids Inc) provided to selected students that provides support and assistance with homework.
- Feedback to staff from Walkthroughs on IPG 1a, 2, 3 and school focus areas: Academic Discourse with at least two opportunities for classroom discussion in every lesson; 3:1 positive interactions with students; CHAMPS in all classrooms; SEL lessons weekly with Second Step and Class Meetings; all teachers wrote their Classroom Management Plans for their classroom structures and procedures
- Primary and Intermediate TSAs to support teachers in PLC/individualized planning with GVC and targeted intervention support during ELA intervention.
- TSAs provide intervention for identified T3 students to work with after school tutoring or during non-core blocks.

Current data from i-Ready shows a 13% decrease of students in T3 placement from Fall to Winter in grades 1st-6th. There is a 12% increase of students in T1 placement. A school-wide "improvement placement" shows a 37.8% increase across all grade levels.

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

SBAC Math: - We are on target to meet our goals due to the implementation of the actions below. More focused actions will be implemented to support our low-performing groups SWD and ELLs as stated in #2.

- Implementation and fidelity to the District Adopted Language Arts Curriculum (GVC)-GoMath
- PLC work in identifying quarterly essential learning/learning targets and creating CFAs to monitor student learning and identify student needs
- PLC created CFA calendars and quarterly benchmarks
- PLC end of year Smart Goals to be aligned to end of year grade level assessments (SBAC 3rd-6th, iReady/CCSS)
- Weekly PLC meetings to review CFA data and to plan for additional student supports during intervention
- Following pacing schedule to ensure all CCSS are taught
- 1x1 technology for students in grades 1st-6th; use of technology to use for math tutorial in GoMath
- Teachers provide math conceptual understanding with the use of tools; i.e. manipulatives, graphs
- An after school tutorial homework center (Kids Inc) provided to selected students that provides support and assistance with homework.
- Parent education resources through site planned Parent Coffee Hour, ELAC, and Parent University trainings
- Feedback to staff from Walkthroughs on IPG 1a, 2, 3 and school focus areas: Academic Discourse with at least two opportunities for classroom discussion in every lesson; Provide math conceptual understanding with the use of Math tools; 3:1 positive interactions with students; CHAMPS in all classrooms; SEL lessons weekly with Second Step and Class Meetings; all teachers wrote their Classroom Management Plans for their classroom structures and procedures
- Increased use of manipulatives and tools during math instruction in all grades to support conceptual understanding of mathematical concepts.
- Increased math block from 30-45 minutes to include intervention/small group supports for students based on CFAs, iReady, IAB/F-IAB data
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem.
- Grade levels have also added an additional 30 minutes to the math block in order to provide intervention for students based on CFA, IAB/F-IAB and/or i-Ready data.
- 1 TSAK-3 funded by School & 1 TSA 4-6 grades funded by District TSAs (primary & intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA

EL Reclassification Rate (All grade levels)

Currently all actions are working, and we continue to await ELPAC results for the 2019/20 school year. Last year's redesignation rate was 14.8%, currently we are at 6.6%. On SBAC meeting/exceeding, ELLs increased 9% for Math and 2% for ELA. Students are meeting district criteria for redesignation but need to meet ELPAC score of 4 to pass. Actions currently working at the site are:

- Daily intervention block which includes Designated ELD instruction to support access to grade level CCSS.
- Teachers provide small group support to ELLs struggling in reading during the intervention block along with TF "push-in support".
- After school Tutoring for "at-risk" and "LTELs" provided by 2 TSAs (intermediate TSA is district funded, primary TSA is site funded).
- Additional funding provided for materials and supplies to support EL students and access to the curriculum, which included graphics and technology.
- RFEP monitoring of students and conferencing with teachers of students that are not meeting standards and/or receiving D's & F's each semester create a plan of action to support students.

data Tiers 2 & 3.

- RtI Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA/Learning Target data.
- Tier 2 Push-in/pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle if available for Math.

Current i-Ready data shows a decrease of 16% of students as identified in T3 from Winter to Fall diagnostic. An increase of 12% are in T1. A school-wide "improvement placement" shows a 40% increase across all grade levels.

EL Reclassification Rate (All grade levels)

Currently all actions are working, and we continue to await ELPAC results for the 2019/20 school year. Last year's redesignation rate was 14.8%, currently we are at 6.6%. On SBAC meeting/exceeding, ELLs increased 9% for Math and 2% for ELA. Students are meeting district criteria for redesignation but need to meet ELPAC score of 4 to pass. Current actions include:

- After School Tutoring for 1st/2nd grade ELD students using the Wonders Adaptive and small group support by TFs.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, iReady, BAS, CFAs, and ELA IABs/F-IABs.
- RtI = 5 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 Tier 3 intensive students which includes our
- EL Redesignated students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Redesignated students recognized at the Award's Assemblies Quarterly and during ELAC meeting
- Provide redesignated students with celebration shirt, food/treats during ELAC presentation of students

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

SPSA for 2019/20 included to continue using MindPlay as a reading support program. Decision made by the staff in May of 2019 to implement the District's recommendation of i-Ready as a reading and math support program. As a result, MindPlay has been removed from the plan. In addition, DRP has been removed as an assessment since i-Ready includes diagnostic testing.

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

Based on regional planning and commitments we have added feedback and walkthrough data for Foundational Skills for IPG2C and IPG4 (K-2nd). As a site agreement, we have also added feedback and walkthrough data for IPG 2B (Claims/Targets/Question Stems based on SBAC Item Specs) and Clarity of Learning (Teacher Clarity Playbook, Doug Fisher). Staff does need further training on using question stems during instruction, with CFAs, and/or summative assessments. Next step is to train staff on how to utilize the data and make shifts in their teaching.

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 Team agreed to budget same items from last year as this year.

- 5 Teaching Fellows for push-in support during intervention block
- Site funded primary TSA
- District funded intermediate TSA
- TSAs to support new teachers and T2 intervention
- TSAs planning with PLCs
- Funding for two HSLs; one 6 hour and one 3.5 hours
- Funding for Family Foundations Counselor
- Funding for grade level planning days; subs to cover
- Funding 9 Teachers for PLi Blended Learning Approach training with the effective use of Technology and teaching
- funding for computer programs to support students or for assessment purposes

2 ELAC:

ELAC representatives agreed to budget same items from last year as this year.

- 5 Teaching Fellows for push-in support during intervention block
- Site funded primary TSA
- District funded intermediate TSA
- TSAs to support new teachers and T2 intervention
- TSAs planning with PLCs
- Funding for two HSLs; one 6 hour and one 3.5 hours
- Funding for Family Foundations Counselor
- Funding for grade level planning days; subs to cover
- Funding 9 Teachers for PLi Blended Learning Approach training with the effective use of Technology and teaching
- funding for computer programs to support students or for assessment purpose

3 Staff:

All teachers provided input through a Google survey for SPSA and budget allocation with a response rate of 51%. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following to support student learning and behaviors:

- 5 Teaching Fellows for push-in support during intervention block
- Site funded primary TSA
- District funded intermediate TSA
- TSAs to support new teachers and T2 intervention
- TSAs planning with PLCs
- Funding for two HSLs; one 6 hour and one 3.5 hours
- Funding for Family Foundations Counselor
- Funding for grade level planning days; subs to cover
- Funding 9 Teachers for PLi Blended Learning Approach training with the effective use of Technology and teaching
- funding for computer programs to support students or for assessment purposes

PLs around the following areas:

- Designated ELD which includes available resources, language needs, etc.
- Writing and writing process using GVC and SBAC rubrics
- Continue to refine current practices (Teacher Clarity, Item Specifications, Essential Learning, Gradual Release Teaching Model etc).
- Use of SBAC Item Specifications; use of claims and targets for CFAs, CFUs
- Regional focus on K-2nd Foundational Skills and 3rd-6th SBAC Claims and Target with Writing focus
- Social Emotional Learning and supports for T2 behaviors
- Using i-Ready data and resources to support students

Action 1

Title: ELA Comprehensive Reading Instruction-Rti Support

Action Details:

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 PLC Common Formative Assessments and District Benchmark Assessment data. 1st - 6th Grades will have an intervention block by grade level with Teaching Fellow and/or TSA push-in support 4 times per week.

By June 2021, the percentage of students who meet or exceed standards on the SBAC-ELA will increase by 7% from 30% to 37%. By June 2021, there will be a 7% decrease in students receiving Ds & Fs on their Report Cards from 57.4% to 50.4%.

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

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

1. **i-Ready District Reading Assessment** 3X per year 1-6 Grades & Kinder 2X
2. **SBAC Assessment Data 2021** (Analyze if made growth target-Actionable next steps)
3. **PLC Common Formative Assessments based on Essential Learning:** At least 1 ELA & 1 Math CFA/FIAB & 1 CSA/IAB per Unit/Topic in ELA/Math
4. **IAB Quarterly 3rd - 6th grades for ELA & Math** to support student mastery of the State Standards
5. **BAS Assessment:** Decided Upon by PLC team
6. **BPST Assessment:** As Needed
7. **Fluency Assessment:** Decided Upon by PLC team
8. **Formal/Informal Walkthrough Weekly Feedback focused on:**
 - **School-Wide Focus Professional Learning: Gradual Release Teaching Model-At least two opportunities for Collaborative Academic Conversations in every lesson, Clarity of Learning**
 - **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); School focused PL.
 - **Classroom Foundations:** Objectives-Instruction Aligned-CFU, Closure, Productive Talk, Marking Text, Learning Logs, Graphic Organizers/Writing.
9. **Quarterly PLC Goal Setting: School-Wide-PLC-Classroom-Individual Student**
10. **Report Cards Ds & Fs Quarterly**
11. **Monitor small group learning 2X per month/quarterly** for student impact of intervention for RtI tier 3 students.
12. **Instructional Leadership Team will meet monthly** – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAG, CFA Data, i-Ready, BAS/Fluency Progress, Calibration of Grades, PLC Weekly Agendas

Owner(s):

1. Co-Administrator
2. Co-Admin
3. Co-Admin
4. Principal
5. Teachers to evaluate data to plan for student supports
6. TSA/Teachers - identify students needed intervention support
7. TSA/Teachers - identify areas of support for students as needed
8. Principal/Co-Admin weekly feedback Principal/Co-admin-Formal/Informal Walkthrough Data based on the IPG and school focused PL (will meet weekly to discuss walkthrough data for next steps)
9. Principal/Teachers/Students will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
10. Co-Administrator Quarterly – monitor Ds & Fs
11. Co-Admin/TsAs Monitor Bi-Weekly & Quarterly
12. Principal will facilitate ILT Meeting & Monitor Progress

Timeline:

1. 3X per year 1-6, 2X per year Kinder
2. Yearly
3. Quarterly CFA/CSA/IAB
4. Quarterly ELA and Math
5. K- 2nd Based on PLC
6. As Needed for Diagnostic Data
7. As Needed
8. Weekly
9. Quarterly
10. Quarterly
11. 2X per month/quarterly
12. Monthly

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

- **Tier 1:** Quality first teaching and classroom based intervention that focuses on the grade level standards with support from our GVC, goal setting, checking for understanding, Classroom Foundations, common formative assessments and the Gradual Release Teaching Model Clarity of Learning

- McLane Region continue focus on TK-2nd grades foundational skills and 3rd - 6th grades continue to focus on SBAC Claims and Targets especially with Writing targets
- 1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District
- TSAs (primary & intermediate) to support PLC planning, data analysis, coaching/modeling, and intervention planning and support based on CFA data Tiers 2 & 3.
- 5 Teaching Fellows to support RtI Tiers 1-2 as a push-in during intervention block for 1st - 6th grades and kindergarten as available.
- ILT team will continue to provide input on our Intervention model and TSA roles.
- **RtI Intervention Model: Tiers 1 & 2** support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/Pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle. Teaching Fellows will also be utilized during Tier 2 Intervention as a push-in support. (Monitoring and focus on our disproportionate students)
- RtI Tier 3 student support will mostly be pull-out during the after school Library Tutoring block or during the Non-Core blocks with TSAs. Students pulled for Tier 3 supports will not miss Tier 1 Core instruction or Tier 2 Core support/interventions.
- 1X1 Technology 1st - 6th Grades. Kindergarten has 6 tablets per classroom; ordering and replacement of headphones, maintenance of tablets.
- **Tier 3 After School Library Tutoring** for students that have significant gaps in ELA and/or Math. Two TSAs will provide Tier 3 small group support for identified students during Non-Core blocks.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive ELA support
- Graphics for visuals to support and enhance our adopted curriculum for ELA, Math, and SEL
- Software and On-line Resources to enhance our adopted curriculum such as i-Ready, Starfall, ESGI
- Technology to support instructional delivery and student learning such as, tablets, projectors, document cameras, flat panels, headphones
- Funding Nine PLI teachers, if funding allows, trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards as a Blended Learning Approach.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies, ink
- Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books, Wonders Intervention resources, additional/replacement of math materials
- Student goal setting with Class Goals for Lessons, CFA Assessments, IABs, CSA, i-Ready, SBAC, Data Chats will be done with teachers quarterly
- Lease Copy Machine as funds are available.
- Quarterly Awards
- Quarterly Rallies with Krazy Karen for qualifying students
- Extra Recess/Celebrations with incentives (Peace Works, School Specialty) for students meeting goals, including but not limited to Kona Ice, popsicles, pizza, etc.
- Credentialed/Classified Supplemental contracts provided to support additional services to students
- Celebration/Goal Meeting shirts

Specify enhanced services for EL students:

- After School Tutoring for K-6 grades ELL students using the Wonders Adaptive, Wonders Tier 2 and small group support by TFs as available.
- EL students will receive Integrated ELD and Designated ELD 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, CFA data, and checking for understanding during instruction.
- RtI = 5 Teaching Fellows and 2 TSAs to support: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in/Pull-out support except for Tier 3 intensive students which includes our ELLs during Non-Core blocks
- Redesignated students will be monitored quarterly to ensure that they are mastering the grade level State Standards by CFAs, i-Ready, IABs...
- Redesignated students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all redesignated students

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

Specify enhanced services for low-performing student groups:

Our two focus student groups are SWD and ELLs.

SWD:

- SWD students will receive intervention with Tier 3 WonderWorks curriculum which is tied to our grade level curriculum. Instruction will be provided in small group and/or whole group learning. This will support students accessing the grade level State Standards with our Core curriculum. (SDC teacher & RSP teacher)
- Sped students will be provided specialized instruction to support their IEP goals with the RSP teacher and/or SDC teacher to support access to the grade level content standards.
- RSP teacher and SDC teacher will weekly with PLC teams for planning for grade level content.
- MindPlay on-line supplemental reading support is provided for all students including SWD.

ELL:

- After school ELD tutoring K-2 grades ELA foundational skills as available
- After school ELD support 3-6 grades as available
- After school Tier 3 intervention with TSAs for students far below grade level in grades 2/3 & 4/5.
- Integrated and Designated ELD to support language acquisition daily
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

Describe Professional Learning related to this action:

- At Back to School Night and during Parent Teacher Conferences, families will be provided information about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, Remind, etc) include link, password, and brief description of on-line site.
- 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 at the beginning of the school year to support parents with the focus on early literacy skills and classroom routines.
- Quarterly Goals student progress will be shared with parents quarterly TK -6 grades.
- 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. Sub release will be provided so teachers can attend these meetings.
- 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 as well as other important school information.
- Parent University will provide trainings on strategies that support student reading development at home.
- To support Parent Meetings and Events will provide materials such as copy paper, pencils-pens, books etc., babysitting and food items to increase parent participation and involvement. Fund
- Fund 6 Hour Spanish Home School Liaison to support parents with training on parenting skills, Student academic support, nutrition, and social/emotional training for student success...
- Fund 3.5 Hour Spanish Home School Liaison to support parents with training on parenting skills, Student academic support, nutrition, and social/emotional training for student success...
- Student Clubs/Music will perform at parent events to increase parent participation in Parent meetings such as Parent Coffee Hour, ELAC, Family Fun Nights, etc.

Teaching Strategies with a High Impact to Student learning—Teacher and School Practices impact student learning positively or negatively based on research Visible Learning by Hattie, Fisher, Frey

1. Teacher Clarity: Dial of Learning High Impact (0.75)

PLC Foundations: Question #1 What do We Want Students to Learn? Provide at least two opportunities for Classroom Discussion in every lesson.

Continue:

- **Create Learning Targets with the most Essential Learnings** by deconstructing the standards and skills to support students mastering the grade levels standards.
- Gradual Release Teaching Model to support "first good teaching"
- **PLCs will create rigorous CSAs, and CFAs and use IABs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Classroom Foundations: Objectives-Instruction Aligned to Tasks**-Closure-Assessment/CFU strategies.
- **Content in support of State Standards and related adoptions** will continue to be a focus. during Buyback Days/Professional Learning and will be site or regionally led.
- **Feedback (0.75) & Success Criteria (1.61)**
- **Goal Setting (1.44)**
- **Clarity: Content Purpose-Language Purpose-Social Purpose (0.75)**
- **Clarity with the Language Purpose** as part of our Essential Learning focus. A Language Purpose will be focused on each quarter based on the ELD standards being taught in the Wonders units.

2. (IPG1 Culture of Learning High Expectations): Teacher-Student Relationships Dial of Learning High Impact (0.72)

- **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.
- **Create Common Pre-During-Post-Formative Assessments** using Wonders materials, Illuminate test-item bank, and/or PLC created to support student's differentiated needs.
- **Collective Teacher Efficacy Dial of Learning High Impact (1.57)**
- **Social/Emotional Learning-Growth Mindset, 3:1 positive interactions (0.72)**

3. (IPG2b Challenging Content): Goldilocks Challenge: Go from Surface to Deep Learning to Access the State Standards Dial of Learning High Impact

- **Deepen our learning with using 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)**
- **Wonders Write to Sources:** Readers Writer's Workshop, Close Reading Companion, and Anthology.Text with Marking Text, Responding to Text through Collaboration & Writing
- **Repeated Reading High Impact (0.67)**
- **Wonders Genre Writing Process** integrates skills instruction with grammar, spelling...
- **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.

4. (IPG3 Challenging Content/Ownership): Classroom Discussion/Collaborative Conversations Dial of Learning High Impact (0.82)

PLC Foundations: Question #2 How Do We Know They Have Learned It?

- **Teacher Talk Vs Student Collaboration-*Students engaged in academic conversation 55% or more of the day, there is a high impact to learning. If Teacher Talk is 60% or more of the day compared to student discussion, student learning is negatively impacted.***
- **Collaborative Discussions** (School-wide Talk Moves?) to engage with complex text through reading, writing, speaking & listening strategies/techniques. **(0.82)**
- **Provide student opportunities to 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. Provide opportunities to productively struggle and demonstrate perseverance and self-regulation
- **Share effective strategies that support and motivate students** in completing tasks and assignments. **Begin discussion on calibration of AC grading criteria.**
- **Designated/Integrated ELD will be provided daily** and more training will be provided
- **Digital Literacy Continuum** for K-6 Grades Training/Planning

5. (IPG4 Every Student-When students are working to overcome gaps in skill or standards): Small Group Learning Dial of Learning High Impact (0.49)

PLC Foundations: Questions #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- **Small Group Learning based on needs of students by using CFA Data/Learning Targets has a High Impact to student learning. (Ability Grouping has a low impact to student learning 0.12)**
- **Rti Intervention Model:** Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFALearning Target data. Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.
- **Rti Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Tiers 1 or 2 Core instruction and support/interventions.**
- Online Resources such as Solution Tree to support planning in PLC.

6. (IPG5 Improving Every Day-Are Students Demonstrating Their Understanding?)

PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- PLCs will create rigorous CFAs **based on the Essential Learning/Learning Targets** to inform instruction and provide data to meet students' needs.
- **Classroom Foundations:** Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.
- **Substitutes for teachers** for SST's, IEPs, data chats, and peer observations

7. Mobility Dial of Learning Negative Impact: Important to keep with pacing so all students are provided with the State Standards for end of year (If students move within the District, they will still receive the learning with our GVC and the State Standards)

Per Teacher Input from SPSA Survey: Continue Professional Learning: Going Deeper with ELD, Write to Sources and Genre Writing, Engagement Strategies, technology supporting GVC implementation, Academic Discourse and Clarity. Tier 2 classroom supports, trauma informed classrooms, GVC On-Line Resources

- Provide food for staff during Professional Learning meetings.
- ILT Retreat Planning for year

Books to Support PL: [Better Learning Through Structured Teaching](#) by Doug Fisher, [Visible Learning for Teachers](#) by Hattie, Fisher, Frey, and [Engagement by Design](#) by Fisher and Frey. [PLC+](#) by Doug Fisher

Action 2

Title: Math Comprehensive Instruction

Action Details:

Mayfair Elementary School will provide comprehensive balanced mathematical instruction with 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 collaboratively with grade-level problems, mathematical investigations, and/or tasks. Student learning/support will be based on whole group instruction, cooperative learning groups, CFA data, and Interim data. Targeted small group support will be provided as needed to ensure student mastery of the grade level content standards.

By June 2021, the percentage of students scoring "Standard Met" or "Exceeding" on SBAC-Math will increase by 7% from 34.6% to 41.6%. By June 2021, there will be a 10% decrease in students receiving Ds & Fs on their Report Cards from 57.4% to 50.4%.

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

1. **i-Ready District Reading Assessment** 3X per year 1-6 Grades & Kinder 2X
2. **SBAC Assessment Data 2021** (Analyze if made growth target-Actionable next steps)
3. **PLC Common Formative Assessments based on Essential Learning:** At least 1 ELA & 1 Math CFA/FIAB & 1 CSA/IAB per Unit/Topic in ELA/Math
4. **IAB Quarterly 3rd - 6th grades for ELA & Math** to support student mastery of the State Standards
5. **Formal/Informal Walkthrough** Weekly Feedback focused on: School-wide Focus PL-Support Math conceptual understanding with the use of tools and at least two opportunities for Classroom Discussion in every lesson. Instructional Practice Guide Tenets: Culture of Learning, Challenging Content, and Ownership in the classroom learning; lessons focused on 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; Classroom Foundations: Objectives-Instruction Aligned-CFU, Closure, Collaborative Conversations, Learning Logs, Graphic Organizers/Writing
6. **Quarterly Goal Setting:** School-Wide-PLC Classroom-Individual Student
7. **Report Cards** Ds & Fs Quarterly
8. **TSAs** will monitor their small group instruction quarterly for student impact of Tier 3 intervention. Progress monitor students in small group instruction 2X per month.
9. **Instructional Leadership Team** will meet monthly – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAIG, CFA Data, Calibrate Grades. PLC Agendas Weekly

Owner(s):

1. Co-Administrator
2. Co-Admin
3. Teachers to evaluate data to plan for student supports
4. Teachers to plan for student intervention
6. Principal/Co-admin-Formal/Informal Walkthrough Data based on the IPG and PL school focus areas (will meet weekly to discuss walkthrough data for next steps)
7. Principal/Teachers/Students – Teachers will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
8. Co-Administrator Quarterly – monitor Ds & Fs
9. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly Small Group Tier 3 Support
10. Principal will facilitate ILT Meeting & Monitor Progress

Timeline:

1. 2X per year
2. End of year
3. Quarterly
4. Quarterly
5. Weekly
6. Quarterly
7. Quarterly
8. Monthly
9. Monthly

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

- **Tier 1:** Quality first teaching and classroom based intervention that focuses on the grade level standards with support from our GVC, goal setting, checking for understanding, Classroom Foundations, common formative assessments and the Gradual Release Teaching Model Clarity of Learning
- PLCs committed to 1 1/2 hour blocks for Math
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem
- Manipulatives will be provided to students to support them with learning the rigorous mathematical concepts. School Focus-Support Mathematical Conceptual understanding with the use of tools.
- 1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District
- TSAs (primary & intermediate) to support PLC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tiers 2 & 3.
- **Rtl Tiers 1 & 2** support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA Learning Target data. Tier 2 Push-in/pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle if available for Math.
- **Rtl Tier 3** ELA student support will be mostly pull-out during the after school Library Tutoring block or during Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions. Focusing on ELA, but Math support if available.
- 1X1 Technology 1st - 6th Grades. Kindergarten has 6 tablets per classroom.
- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. Two TSAs will provide Tier 3 small group support for identified students during Non-Core blocks.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive math support
- 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, but not limited to, MindPlay, MobyMax, Prodigy, and Starfall
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras...
- Funding Nine PLI teachers, if funding allows, trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards as a Blended Learning Approach.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies...
- Materials and supplies to enhance our adopted curriculum
- Student goal setting with Class Goals for Lessons, CFA Assessments, CSAs, i-Ready, IABs, & SBAC Data Chats will be done with teachers quarterly
- Lease Copy Machine as funds are available

Specify enhanced services for EL students:

- After School Tutoring for Tier 3 ELL students providing small group support by TFs and/or TSAs as available.
- ELL students will receive Integrated ELD and Designated ELD instruction to support and increase their language/reading development/comprehension to master the State Standards.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, i-Ready, and CFA data.
- Rtl = 5 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 Tier 3 intensive students which includes our ELLs
- Redesignated students will be monitored quarterly to ensure that they are mastering the grade level State Standards with CFAs, i-Ready, IABs, SBAC...
- Redesignated students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all redesignated students

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

- At Back to School Night and during Parent Teacher Conferences, families will be provided information about on-line resources available to students/parents at home (GoMath, Wonders, MindPlay, etc) include link, password, and brief description of site.
- Fall parent/teacher conferences teachers will review students' reading levels, scores, quarterly goals outcomes, and Parent/Student/Teacher Compact

Specify enhanced services for low-performing student groups:

Our two focus student groups are SWD and ELLs.

SWD:

- Sped students will be provided specialized instruction to support their IEP goals with the RSP teacher and/or SDC teacher to support access to the grade level content standards.
- RSP teacher and SDC teacher weekly will meet with PLC teams for planning for grade level content.
- SWD students will receive intervention/extra support small group or 1X1 learning during the 90 minute math block as needed.
- Our two focus student groups are SWD and ELLs.

ELL:

- After school ELD support 3-6 grades homework for ELA and Math and fluency practice as available
- Integrated and Designated ELD to support language acquisition daily
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

Describe Professional Learning related to this action:

Dial of Learning=How Teacher and School Practices impact student learning positively or negatively based on research Visible Learning by Hattie, Fisher, Frey

1. **(IPG1 Culture of Learning High Expectations): Teacher-Student Relationships**

Dial of

Learning High Impact

Continue:

- Tk/K Teachers will present a parent orientation before the start of the school year to focus on early literacy skills and classroom routines.
- Quarterly Goals student progress will be shared with parents quarterly 2-6 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 as well as other important school information.
- 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 Spanish for 6 hours to support parents with translation, training on academic support, nutrition, and social/emotional training for student success.
- Fund Home School Liaison Spanish for 3,5 hours to support parents with translation, training on academic support, nutrition, and social/emotional training for student success.
- Student Clubs/Music will perform at parent events to increase parent participation in Parent meetings such as Parent Coffee Hour, ELAC etc.

- **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.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Collective Teacher Efficacy Dial of Learning High Impact**
- **Social/Emotional Learning-Growth Mindset, positive interactions**

2. (IPG2a Lessons Reflect the Shifts) Teacher Clarity: Dial of Learning High Impact

PLC Foundations: Question #1 What do We Want Students to Learn? Provide at least two opportunities for Classroom Discussion in every lesson

- **Understand the the 3 Mathematical Shifts: Focus-Coherence-Rigor**
- **Develop lessons that employ the 8 mathematical practices.**
- **Create Learning Targets with the most Essential Learnings** by deconstructing the standards and skills to support students mastering the grade levels standards.
- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to provide data that informs instruction to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Classroom Foundations: Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.**
- **Content in support of State Standards and related adoptions** will continue to be a focus. during Buyback Days/Professional Learning and will be site or regionally led.
- **Feedback (0.75) & Success Criteria (1.61)**
- **Goal Setting (1.44)**
- **Clarity: Content Purpose-Language Purpose-Social Purpose (0.75)**
- **Clarity with the Language Purpose** as part of our Essential Learning focus. A Language Purpose will be focused on each quarter based on the ELD standards being taught in the Wonders units.

3. (IPG2b Challenging Content): Goldilocks Challenge: Go from Surface to Deep Learning to Access the State Standards Dial of Learning High Impact

- **Deepen our learning with using the GoMath lessons that (Utilize DOK Levels of Questioning) Provide at least two opportunities for Class Discussion in every lesson.**
- Provide opportunities for students to engage with grade-level problems, mathematical investigations, and/or tasks. Provide tasks that develop math conceptual understanding with the use of tools.
- **Kids Inc! After school program will help support students'** varied needs by providing students opportunities to use on-line resources weekly to support mathematical concepts and skills.

4. (IPG3 Challenging Content/Ownership): Classroom Discussion/Collaborative Conversations Dial of Learning High Impact

PLC Foundations: Question #2 How Do We Know They Have Learned It?

- **Teacher Talk Vs Student Collaboration-Students engaged in academic conversation 55% or more of the day, there is a high impact to learning. If Teacher Talk is 60% or more of the day compared to student discussion, student learning is negatively impacted.**
- **Collaborative Discussions** (School-wide Talk Moves?) Students talk about and ask questions about each other's thinking to clarify, self-assess and/or improve their own mathematical understanding, which can lead student(s) to determine next steps to improve learning outcomes.
- **Provide student opportunities to share their thinking;** Students justify their conclusions, communicate

them to others, and respond to the arguments of others.

- **Share effective strategies that support and motivate students** in completing tasks and assignments. **Begin discussion on calibration of AC grading criteria.**
- **Digital Literacy** Continuum for K-6 Grades Training/Planning

5. (IPG4 Every Student-When students are working to overcome gaps in skill or standards): Small Group Learning Dial of Learning High Impact

PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- **Small Group Learning** based on needs of students by using CFA Data/Learning Targets has a High Impact to student learning. **(Ability Grouping has a low impact to student learning 0.12)**
- **Frequent monitoring of student progress by both teacher and students (self-efficacy)** drives content of intervention so that students get what they need, not what they already know.
- **Rtl Intervention Model:** Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/Pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle as available for Math.
- **Rtl Tier 3 student support** will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.

6. (IPG5 Improving Every Day-Are Students Demonstrating Their Understanding?)

PLC Foundations: Question #3 & 4 How Will We Respond When They Didn't Learn It? & How Will We Respond When They Already Know it?

- **PLCs will create rigorous CFAs based on the Essential Learning/Learning Targets** to inform instruction and provide data to meet students' needs, and to find instructional strategies that have shown to improve student learning.
- **Questions, tasks and/or assessments yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and allow for lesson adjustments
- **Classroom Foundations:** Objectives-Instruction Aligned to Tasks-Closure-Assessment/CFU strategies.
- **Substitutes for teachers** for SST's, IEPs, data chats, and peer observations

7. Mobility Dial of Learning Negative Impact: Important to keep with pacing so all students are provided with the State Standards for end of year (If students move within the District, they will still receive the learning with our GVC and the State Standards)

Per Teacher Input from SPSA Survey for Professional Learning: Going Deeper with GVC, ELD, Write to Sources and Genre Writing, Engagement Strategies, technology supporting GVC implementation, Math, Clarity, Academic Discourse

- Provide food for staff during Professional Learning Meetings
- ILT Retreat Planning for year

Books to Support PL: Better Learning Through Structured Teaching by Doug Fisher, Visible Learning for Teachers by Hattie, Fisher, Frey, and Engagement by Design by Fisher and Frey

Action 3

Title: English Language Learner Instructional Plan TK-6 Grades

[Action Details:](#)

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.

By May 2021, the percentage of ELL students that are reclassified will increase from 4.7% to 11.7%.

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

Owner(s):

Timeline:

1. ELPAC Data for baseline % Met
2. EL Goal Setting Report/Know each EL's Needs
3. i-Ready Administration Disaggregate by EL subgroup 3X per year (Analyze if made growth target)
4. SBAC Assessment Data 2021 (Analyze if made growth target & Disaggregate by EL Subgroup)
5. CFA Data, i-Ready Data, Wonders Assessments, GoMath assessments, IABs will be used to monitor effectiveness of interventions for ELLs.
6. Quarterly Goal Setting: School-Wide-PLC-Classroom-Individual-Student (Teachers will support students with goal setting quarterly) Common Formative Assessments
7. CFA Data: 3 ELA & 3 Math CFA assessments for each Unit/Topic in Math/ELA
8. 3rd-6th Grades IAB Data Quarterly for ELA and Math
9. Report Cards Ds & Fs calibrate with PLC
10. Formal/Informal Walkthrough Weekly Feedback focused on implementation of Designated & Integrated ELD as well as IPG data. Co-Admin and Principal will meet weekly to discuss supports needed as observed in walkthroughs.
11. Leadership team will meet monthly – Discuss ELL progress and other data
12. RFEP Monitoring and identification of RFEP students not meeting grade level standards.

1. Co-Admin
2. Teachers
3. Co-Admin/Teachers
4. Co-Admin/Teachers
5. Co-Admin
6. TSA
7. Principal/Teachers/Students will support students with goal setting quarterly
8. Principal
9. Co-Admin
10. Principal
11. Co-Admin
12. Co-Admin

1. Yearly
2. 2X Per Year
3. 2X Per Year
4. 2X Per Year
5. Yearly
6. Quarterly
7. Quarterly
8. Quarterly
9. Quarterly
10. Weekly
11. Monthly
12. Quarterly

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

- Designated and Integrated ELD Instruction to support access to the grade level State Standards
- Teachers will develop ELPAC goals and provide a data chat with students related to reclassification. Teachers will know each of their English Learner's status and support them learning specific skills and strategies to increase one or more levels on the 2019 ELPAC.
- After School Tutoring for ELL with TSAs and/or TFs using Wonders Adaptive, i-Ready and small group learning with Wonderworks
- Teachers will provide small group support to ELL struggling readers daily during intervention with TF push-in support.
- **Rti Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle.**
- **Rti Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Tier 1 or 2 Core instruction or Core support/interventions.**
- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources, materials, and supplies to support ELA/ELD instruction. 1X1 tablets for 1st - 6th Grades & 6 tablets for each Kindergarten classroom
- Spanish Home School Liaison 6 hour and 3.5 Hour
- Digital Literacy Resources
- Substitutes for peer observations
- TSA to monitor and provide support with Rti and Teaching Fellows supporting ELLS
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology Translators, Direct maintenance and repairs
- Quarterly Awards with celebrating our ELLs that have been reclassified.

- Quarterly Rallies with Krazy Karen for qualifying students
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles, certificates

Specify enhanced services for EL students:

- After School Tutoring for ELL students that need support with TF and/or TSA small group learning.
- EL students will receive Integrated ELD and Designated ELD 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, SBAC, i-Ready and CFA data.
- RtI = 5 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 Tier 3 intensive students which includes our ELLs during Non-Core blocks
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

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

- Teachers will review EL Goal Setting Report, ELPAC, and academic results with students and parents at parent/teacher conferences in the Fall and quarterly. Students will make their own goals with teacher
- Parent Coffee Hour supported by the Spanish Home School Liaisons will provide training on strategies to support English Language development
- Parent University will provide training 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
- i-Ready Data will be shared with parents 3X per year
- 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 parent and student luncheon to celebrate redesignated students.

Specify enhanced services for low-performing student groups:

Our two focus student groups are SWD and ELLs.

SWD

- SWD students will receive intervention with WonderWorks in small group and/or whole group learning. This will support students accessing the grade level State Standards with our Core curriculum. (SDC teacher & RSP teacher)
- SWD students will be provided specialized instruction to support their IEP goals with the RSP teacher and/or SDC teacher to support access to the grade level content standards.
- RSP teacher and SDC teacher will weekly with PLC teams for planning for grade level content.
- i-Ready reading and math differentiated support is provided for all students including SPED.

ELL:

- After school ELD tutoring K-2 grades ELA foundational skills
- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- After school ELL support as available
- After school Tier 3 intervention with TSAs with ELL students in grades 2/3 & 4/5.
- Designated ELD small group support for language acquisition daily
- Monitoring RFEF students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

Describe Professional Learning related to this action:

- McLane Region will continue to provide a focus and learning for our teachers to support our K-2 grade students with Reading Foundational Skills. 3rd-6th grade teachers will be provided more training using the SBAC claims and targets with a focus on Writing targets.
- Provide additional training on Integrated and Designated ELD using our Wonders adopted program to support planning and learning for our English Learners to master the grade level standards
- Academic Discourse and Classroom Discussion with at least two opportunities in every lesson
- Genre Writing in our Wonders GVC
- GVC On-Line Resources and curriculum
- ELPAC strategies to reinforce all year long
- Deconstruct the ELD Standards for planning/teaching and integrate with the ELA Standards.
- Clarity with the Language Purpose as part of our Essential Learning standards. A Language Purpose will be focused on each quarter based on the ELD standards being taught in the Wonders units.
- Use the ELL Goal Setting Report to identify target students and their instructional need
- Provide food for staff during Professional Learning Meetings

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for students in grades K-6th.	25,738.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8750		125,717.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs provided for coverage during SSTs, IEPs, planning, and observations.	5,347.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts to support instruction, intervention, enrichment, parent outreach, and/or special school projects.	6,101.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support students in academics, behaviors, SEL supports. Includes school climate and culture and school spirit.	43,213.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum.	1,000.00
G1A1	Sup & Conc	Instruction	Travel			Conference and travel for continued professional learning in ELA, Math, SEL, and PLC supports	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and upkeep of school technology.	3,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to support site during planning and/or conference days.	1,783.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		17,958.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in support during intervention block for students in grades K-6th.	29,486.00
G1A2	Sup & Conc	Instruction	Direct-Food			Food services for staff during professional leaning meetings.	1,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No Food/Incentives)	2,028.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support for special school projects.	7,583.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Resources such as posters, chars, and certificates to support student learning and behaviors.	3,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support students in reading, math, and SEL including incentives and behavioral supports.	4,810.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting provided to families during	632.00

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Parent Participation	Oth Cls-Supp			parent trainings and meetings.	637.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			Food services provided for parent meetings and celebrations.	1,000.00

\$284,396.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	88.487 %	41.405 %	2018-2019	48.405 %

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

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

Goal 2 Participation Rate

Overall Goal 2 participation rate continues to increase by 6.4%. Key Factors contributing to an increased rate of Goal 2 participation and areas that will continue to be implemented include:

- Goal 2 opportunities continue to be open to 3rd-6th, continue to include students in grades K-2nd for after school groups
- After school clubs include Hmong Dance, Folkloric Dance, Dance Theater, Health and Wellness, Cheer, Pep and Cheer and Rays of Sunshine.
- Young Men of Character, Kind Kids Club, Lunchtime Activities and Meaningful Student Jobs continue to be implemented during the school day providing students additional opportunities during their lunch period.
- Instructors for groups include classified and certificated staff, including NTAs and instructional aides.
- Open POs with District approved vendors for purchasing of materials and supplies to support club projects and uniforms/costumes and club t-shirts.
- Sponsors input on ATLAS student engagement and attendance, including academic support with TSAs.
- Monthly family after school events to encourage student participation and family connections.
- Music/choir opportunities for students in grades 4th-6th
- Choir teacher provided for students in 1st-3rd
- Weekly Classroom Meetings to develop and promote positive interactions
- Second Step Lessons taught weekly to support students with conflict resolution skills

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

Goal 2 Participation Rate

SWD
Currently 51% of our SWDs are enrolled in a Goal 2 Activity in comparison to 31.6% from 2018/19, an increase of 19.3%.

ELLs
41.6% of our ELLs are enrolled in a Goal 2 Activity in comparison to 38.2% from 2018/19, and increase of 3.4%. We will continue to open clubs to K-6th grade students after school. At the beginning of the year, groups will perform in order to recruit new members. Club leaders can also go to individual classroom and invite students to join in the younger grades so they have an understanding of the club and expectations.

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

We fully implemented our intended actions and budget expenditures were adequate to meet the goal. Site utilized more classified staff to sponsor after school clubs. As needed, budget transfers from certificated to classified salaries allowed for additional staff to lead groups/clubs. Additional funds also transferred into materials/supplies to allow for more purchases of costumes, club shirts, and/or equipment as needed for clubs.

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

No major changes will be implemented to address this goal for this year since we continue to show an increase in Goal 2 participation.

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 Team agreed to budget same items from last year as this year

- Additional field trips for grade levels if needed to tie to the standards/curriculum
- Positive role-models for Goal 2 clubs and activities
- Provide more opportunities/clubs to 1st-3rd Lunch time activities/clubs for all student
- student performance during parent events/meeting to promote to students and families

2 ELAC:

ELAC representatives agreed to budget items from last year as this year:

- Additional field trips for grade levels if needed to tie to the standards/curriculum
- Positive role-models for Goal 2 clubs and activities
- Provide more opportunities/clubs to 1st-3rd Lunch time activities/clubs for all student
- student performance during parent events/meeting to promote to students and families

3 Staff:

All teachers provided input through a Google survey for SPSA and budget allocation with a response rate of 51%. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following to support student success:

- Krazy Karen for quarterly award assembly, family activities and family evening events
- Meaningful Student Jobs
- Continue to offer contracts for clubs/groups to both classified and certificated staff
- Funding for student shirts in clubs, incentives, uniforms, costumes, materials and supplies

Action 1

Title: Increase Participation in Goal 2 Activities

Action Details:

Mayfair Elementary will support student engagement by providing students with a variety of activities to choose from during school and after school in order to increase Goal 2 engagements and build on the student's sense of school contentedness. Groups and clubs will provide students with opportunities to engage in athletics, cultural dance, drama, extended learning in math and reading, STEM, music/band, field trips, school-wide events, assemblies and monthly evening family events. Mayfair will increase student connections with their peers and caring adults at school through these engagements. Engagement opportunities will support Mayfair's Guidelines for Success: "MAYFAIR MUSTANGS"; M=motivated, U=unified, S=strong, T=trustworthy, A=achievers, N=never give up, G=goal-oriented, S=Success in reaching our goals.

By May 2021 there will be an increase of students engaged in Goal 2 activities to create a positive climate and connection to school, especially for our unique students. Student participation will increase from 41.4% to 48.4%.

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

1. Engagement reports from ATLAS
2. Power BI Data
3. SEL Data (referrals, TST, SST data)
4. Parent/Student Surveys
5. Student engagement enrollment
6. Teacher surveys on school jobs and student performance

Owner(s):

1. Principal/VP
2. Principal/VP/SSW
3. TST team
4. Principal/VP
5. VP
6. Teachers/Admin

Timeline:

1. Quarterly
2. Quarterly
3. Bi-Weekly
4. March (after survey window)
5. VP
6. Teachers/Admin

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

7. Sign-in for school wide events (family events, lunchtime activities)

Owner(s):

VP/HSL/Sponsor

Timeline:

7. Daily/Monthly

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

- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts will be offered to staff to facilitate clubs/activities
- If needed, transportation services to attend activity or event
- Purchasing of materials and supplies, including but not limited to, notebooks, paper, pencils, uniforms, costumes, etc.
- Music Provided for grade levels: band, strings, choir, and chorus; with push in choir instructor for grades 1st-3rd
- Open POs and funds for various companies to purchase the following: athletic gear materials and supplies needed for clubs and activities
- Club/Group sponsors as vendors in order to purchase necessary items for Goal 2 clubs/programs
- Monthly family evening events (paint night, dances with Krazy Karen, etc.)
- If needed, provide transportation services to attend an activity or event

Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage ELL students to be engaged in Goal 2 activities.
- Send home club notifications and permission forms in Spanish
- Student clubs and music groups to perform during parent meetings such as Parent Coffee Hour, ELAC, Title 1 Parent Meeting, and Back to School Night/Open House in order to inform parents of clubs and recruit additional students to participate
- Pictures/poster displayed in office to promote available clubs and activities
- Inform parents of clubs during parent meetings (Parent Coffee Hour, ELAC, Title 1, Parent University, etc.)

Specify enhanced services for low-performing student groups:

SWD

Teachers to focus on identified SPED students and personally invite students to apply for the job they feel they would be most successful with. Personal invitations/connection from student job team to SPED students with encouragement to interview. Teachers/staff member will give additional details of after school groups/clubs being offered and benefits of enrollment.

ELLs

Teachers to focus on identified ELL students and personally invite students to apply for the job they feel they would be most successful with. Personal invitations/connection from student job team to ELL students with encouragement to interview. Teachers/staff member will give additional details of after school groups/clubs being offered and benefits of enrollment.

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

- Share Goal 2 opportunities to parents at Back-to-School Night, Open House, SSC, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, and teacher parent conferences
- Display pictures and/or videos of student performances/activities in office, cafeteria, parent meeting room in order to inform families of various Goal 2 opportunities provided by the site
- Booths during family events (Back to School Night, Open House, Family Nights) in order to provide families information about site clubs/groups
- T-shirts for students participating in groups

Describe Professional Learning related to this action:

- PL with staff to generate ideas for clubs and activities at beginning of year
- Staff will be trained to record events and take attendance on ATLAS if they are a supervisor of an activity
- Provide time for staff to sign-up for clubs and activities as well as time to calendar days/times classes will take place in order to ensure there is no over lap of activities/clubs at beginning of year during Institute/Buyback Days
- Plan for opportunities for lunch time clubs/activities to increase student participation across all grade levels

- Coffee hours, workshops, and meetings will be scheduled to provide parents with information regarding Classroom Meetings, Safe and Civil Schools programs and strategies, and Restorative Practices.
- Parents will be provided with opportunities to volunteer at the school site.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.851 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	93.578 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	90.909 %	2018-2019	97.909 %

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.

Exposure to Careers - 3rd Grade

Current Reality for 3rd Grade Exposure to Careers is 98.8%, an increase of 2%.

Key Factors:

- Students and parents encouraged to participate and attend in the opportunities (exposure to careers trips) provided by the district.
- Allow time at beginning of the year for PLC to plan for and schedule activities
- Notify parents during Back to School Night and/or parent-teacher conference of career date
- Provide parents volunteer and finger print forms at the beginning of the year; explain process during Back to School Night, teachers to provide to interested parents during parent-teacher conference
- Home School Liaison and Teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily
- HSL home visits for students not returning permission slips

Exposure to Careers - 4th Grade

Current Reality for 4th Grade Exposure to Careers is 93.5%, an increase of 6%

- Students and parents encouraged to participate and attend in the opportunities (exposure to careers trips) provided by the district.
- Allow time at beginning of the year for PLC to plan for and schedule activities
- Notify parents during Back to School Night and/or parent-teacher conference of career date
- Provide parents volunteer and finger print forms at the beginning of the year; explain process during Back to School Night, teachers to provide to interested parents during parent-teacher conference
- Home School Liaison and Teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily
- HSL home visits for students not returning permission slips

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

Exposure to Careers - 3rd Grade

School wide data shows SWD at an increase of 22% of students participating and an increase of 6% of ELL students participating in a character/competency experience. The fact that 2% of 3rd grade students did not attend was due to not being at school on the selected day of the experience.

Exposure to Careers - 4th Grade

School wide data shows SWD at an increase of 22% of students participating and an increase of 6% of ELL students participating in a character/competency experience. The fact that 6% of 4th grade students did not attend was due to not being at school on the selected day of the experience.

Exposure to Careers - 6th Grade

School wide data shows SWD at an increase of 22% of students participating and an increase of 6% of ELL students participating in a character/competency experience. The fact that 10% of 6th grade students did not attend was due to not being at school on the selected day of the experience.

Exposure to Careers - 6th Grade

Current Reality for 6th Grade Exposure to Careers is 91%, an increase of 2%.

- Students and parents encouraged to participate and attend in the opportunities (exposure to careers trips) provided by the district.
- Allow time at beginning of the year for PLC to plan for and schedule activities
- Notify parents during Back to School Night and/or parent-teacher conference of career date
- Provide parents volunteer and finger print forms at the beginning of the year; explain process during Back to School Night, teachers to provide to interested parents during parent-teacher conference
- Home School Liaison and Teachers connect with families to encourage and increase participation for all students and encouraging them to be at school daily
- HSL home visits for students not returning permission slips
- Students who choose not to participate in field trip will be assigned alternative work at school that relates to the objective of the grade level trip

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

We will continue to promote student and family engagement in Goal 3 by providing parent meetings and conducting phone calls and home visits to parents to inform them of the opportunities offered to students in order to prepare them to be college and career ready.

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

No changes will be made to address this goal

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 Team agreed to budget same items from last year as this year:

- Invite professionals from the community to speak to students during the after school program to motivate and mentor students
- Parent meetings with translators prior to out of town trips
- More communication with families on field trips and expectations
- Have former parents and students share experiences and

2 ELAC:

ELAC representatives agreed to budget same items from last year as this year:

- Invite professionals from the community to speak to students during the after school program to motivate and mentor students
- Parent meetings with translators prior to out of town trips
- More communication with families on field trips and expectations

3 Staff:

All teachers provided input through a Google survey for SPSA and budget allocation with a response rate of 51%. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following to support student success:

- Plan for parent meeting prior to out of town trip
- Explanation and purpose of trip in Spanish and English
- HSLs to call home when permission slips are not received
- Time to plan for scheduling and arrangements at beginning

thoughts about 6th grade camp

- Provide interpreters for parent meetings

- Have former parents and students share experiences and thoughts about 6th grade camp
- Provide interpreters for parent meetings

of year meetings

Action 1

Title: Students will be exposed to variety of career opportunities.

Action Details:

Mayfair Elementary will increase student participation with our Study Trips and provide opportunities that expose students to careers. We will develop opportunities and student activities throughout the year, such as Mayfair Meaningful Student Jobs, that promote character and workplace competencies with the expectation of being College and Career Ready. .

By May 2019, there will be an increase of students participating in Study Trips that expose students to Careers and promote the importance of being College and Career ready. Student participation will increase for 3rd Grade 98% to 100% ***** 4th Grade 93% to 100% ***** 6th Grade 90% to 97%.

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

Owner(s):

Timeline:

1. All PLC teams will schedule Study Trips and reserve buses at the beginning of the school year which will be put on the Master Calendar.
2. Using district progress monitoring tools, Co-Admin and Supervising Teachers will keep track of students who are attending the Goal 3 experience.
3. We will log students that participate accordingly to monitor participation rate.

1. Co-Admin/Teachers
2. Teachers

1. Quarterly
2. Ongoing

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

- Guest speakers and community visitors during school-wide events such as Red Ribbon Week and Read Across America (Dr. Seuss Week)
- Classroom Ambassadors that will support newly enrolled students by being their guide and showing them the rules, expectations and layout of the school.
- Provide newly enrolled students after first quarter with a school spirit shirt and assign a classroom ambassador to help with school adjustments
- Students in grades 4th-6th will be given the opportunity to apply and interview each semester for identified school jobs

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- As a result of our goal being 100% participation, our EL students are included in this target.
- Inform families of goal 3 experiences during Title 1 Parent Meeting, ELAC, Parent Coffee Hour, SSC, and Back to School Night
- Translators and babysitting provided during meetings with families

- SWD and ELL students will be encouraged by their teachers and calls will be made to parents to share about the importance and fun with joining a Club, sport, or school job.
- Teachers will monitor their SWD and ELL students' participation in activities to promote their participation.

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

Describe Professional Learning related to this action:

- Administration/Staff will present Goal 3 opportunities for parents at Back to School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, as well as our Monthly Newsletter and School Messenger. This will ensure that parents are well informed about the various Goal 3 opportunities we have

- Staff will be provided with the information they need to ensure all Study Trips are scheduled and all arrangements are made within the appropriate timelines.
- Study trips will be calendared and buses reserved at the beginning of the school year. As PLCs are

for our students.

- HSL will notify parents as needed in order to provide additional information in order to encourage student participation in Goal 3 activities

planning their grade level experiences, we will ensure they have selected an optimum date, which allows for highest student participation.

- Teachers will be provided an explanation of school jobs before student interviews which will allow for them to sign-up for classroom help from students in grades 4th-6th. School Jobs interviews will be done at each semester.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	10.042 %	12.963 %	2018-2019	10.963 %
Suspensions Per 100	7.142 %	7.741 %	2018-2019	6.741 %
Parent Survey - Respected and welcomed		93.789 %	2018-2019	100 %
Parent Survey - Safe and secure	100 %	94.144 %	2018-2019	100 %
Student Survey - Included	69.36 %	65.929 %	2018-2019	72.929 %
Student Survey - Caring adult		66.667 %	2018-2019	73.667 %

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

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

Chronic Absenteeism

Current data shows there is a slight increase of 1% of students chronically absent. Actions implemented:

- Classroom awards systems and recognition for perfect attendance; perfect attendance flags
- Teachers monitored attendance and rewarded outstanding attendance at quarterly awards assemblies; certificates, t-shirts, medals/trophies
- Attendance Meetings with attendance clerk
- TST team identify Chronic or Severe Chronic to reinforce the importance of attendance.
- Daily check-in/check-out with T2 Behavioral Intervention Specialist (out due to maternity leave November - February);
- HSL home visits to clear attendance, update school on enrollment status, change of address

Suspensions Per 100

Current data shows our suspension rate at 2.7%, a decrease of 5%. Actions implemented:

- Consistent classroom management plan with rewards and incentives in majority of classrooms
- Implementation of T1 student supports in all classrooms; classroom/school rules, First 10 Days, use of CHMAPS, OLWEUS, Class Meetings, Second Step
- CHAMPS implemented school wide
- School-wide discipline assemblies provided at the beginning of each semester and as needed based on grade level needs and student needs

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

Chronic Absenteeism

Current data shows an increase of 2% school-wide chronic absenteeism. There is a 11.7% increase of chronic absenteeism with SWDs and 4.9% with ELLs. During parent attendance meeting, parents have shared the following factors that contribute to chronic absenteeism and poor attendance:

- Students are chronically sick and have to miss school
- Parents had to leave town for family emergencies
- Families displaced due to family issues
- High levels of transiency due to moving from place with family members

Suspensions Per 100

Current data shows a decrease of 5% in overall student suspensions; 16% decrease with SWDs and 3% decrease with ELs. Factors related to the suspensions of students are:

- Repeated suspensions of SWD (same student with various suspensions)
- Inconsistent parental support or follow through with commitments or recommendations for student supports
- Parental refusal for on-site counseling/group services

Parent Survey - Respected and welcomed

Parent Survey return rate of shows 93% of our families feel respected and welcomed at Mayfair. Data does

- School wide procedures and behavior expectations established and implemented
- Quarterly Celebration with Krazy Karen
- STOIC team meets monthly to monitor areas of focus with data on behaviors/referrals
- TST meets bi-weekly to monitor student behaviors and provide actions of support as needed; referrals to on site counseling with Family Foundations counselors or SSW
- Supervised Lunch Time activities offered for students in grades 3rd - 6th
- School-Wide incentives for "I Got Caught", "Golden Tickets"
- Monthly Student of the Month recognition and assemblies; pizza, certificates, etc
- Roving sub provided for monthly SSTs/IEPs that provide students with academics, emotional, and/or behavioral concerns
- Referral process and levels of misbehavior agreed upon by staff
- Behavioral binder to support teachers with T2 misbehavior
- TSA to observe and support teachers with classroom management as needed
- Mustang Corral in each classroom; Guidelines for Success, School Rules, Anti-Bullying Rules, Mayfair school mission and vision statement

Parent Survey - Respected and welcomed

2018/19 data shows 93.7% of our families feel welcomed at our school. This continues to be continuing result with our high rate of parent surveys returned. Key Factors include:

- Family Foundations Counselor
- RP Counseling support
- Full time Social Worker
- Two HSLs to do home visits and interact daily with families; provide translating both verbally and in writing; plan for and set up for parent meetings
- Monthly family evening events with Krazy Karen; include items for family interactions which include paint night, snacks, materials and supplies to provide for family projects at event,
- Parent Meetings/events promoted through School Messenger, fliers home, marquee, bulletin board
- Parent Volunteer luncheon, recognition ceremony with certificates
- Family activities throughout the year; Pastries with Parents, Winter/Spring Programs

Student Survey - Included

2018/19 data shows a decrease of 6.6% of our students that feel included with school. During the year we have done the following to help support our students feel included at Mayfair:

- Goal 2 activities offered to students in 1st-2nd grades; include after school clubs/groups, athletics
- Mayfair student jobs during the school day for students in grades 4th-6th; Kind Kids club
- TST identifies students needing check-in/check-out daily with T2 behavioral specialist
- Family Foundations Counselor works with identified students through teacher/parent referrals and/or TST recommendations, use of Power BI to identify students needing extra supports
- Student of the Month celebration and recognition with assembly, certificates, and pizza
- Quarterly Awards to recognize teacher selected students displaying monthly character trait; citizenship award
- Mighty Mustang weekly for students showing improvement/excellence in academics and/or behavior; calls home from office staff/admin along with certificate, special pencil and popsicle
- Young Men of Character with selected 5th/6th grade students identified by teacher; weekly meeting with counselor from DPI department
- School-Wide incentives; "I Got Caught Tickets", "Golden Tickets" for lines, phone calls home
- Quarterly celebration with Krazy Karen for students showing positive behavior and academic growth

not show SWDs or ELs response rates.

Student Survey - Included

18/19 data shows a decrease of 6.6% of our students that feel included with school. SWDs increased by 10% and ELs with an increase of 3%.

Parent Survey - Safe and secure

Parent Survey return rate of shows 94% of our families feel safe and secure at Mayfair. Data does not show SWDs or ELs response rates.

Student Survey - Caring adult

18/19 data shows an increase of 14.2% of our SWDs who feel an adult cares for them. There was a decrease of 15.8% of ELs that feel an adult cares for them.

as identified by teacher

- School-Wide events to help students feel connected to school: Red Ribbon Weed, Read Across America, athletic programs, Goal 2 clubs/groups, Testing Rally, Field/Study Trips, awards after testing

Parent Survey - Safe and secure

2018/19 data shows 94.1% of our families feel safe and secure at our school. This continues to be the continuing result with our high rate of parent surveys returned. Key Factors include:

- Parent Informational meetings for school protocols; dealing and support for student misbehaviors, emergency drills (fire and lockdown drills), as needed for parent concerns or community events; during parent coffee hour, Title 1 meeting, SSC and/or Parent University
- frequent updates and information given through School Message, marquee, bulletin boards
- after school coordinator meets with SSC to give updates and takes parent concerns/questions
- Educate parents on Rapid Alert and EduText during Title 1 meeting, parent/teacher conferences, ELAC, Parent Coffee hour, and SSC; support provided from office staff throughout the year
- District Handbook provided to all families at beginning of year, includes guidelines for safety

Student Survey - Caring adult

2018/19 data shows a decrease of 4.7% of our students that feel there is an adult that cares for them. During the year we have done the following to help support students feel that there is an adult that cares for them:

- Morning greeting from teachers every morning
- Morning meetings a minimum of once a week
- 3:1 positive interactions
- First Ten Days each semester
- Meaningful Student Jobs for students in grades 5th-6th
- Goal 2 sponsors/leaders for after school clubs/groups; increase adult connections with students

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

The following actions were funded by Title 1 last year and will continue to be funded this year to support continued growth: Family Foundations Counselor and materials and supplies to support students and parents during family meetings which includes funding for babysitting during ELAC, SSC, and Parent Coffee Hour.

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

To meet the needs and support our Tier 2 and Tier 3 students, we will continue to contract with Family Foundations Counseling with the goal of supporting the SEL competencies to identified students needing additional support. TST to identify students in order to refer to appropriate site support.

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 Team agreed to budget same items from last year as this year:

- "No absences" incentives; every 100 days (extra recess)
- continue with student awards for perfect attendance: perfect attendance shirt first semester
- perfect attendance flags
- appreciate family evening events; increased participation this year
- Family Foundations Counselor continues to support many children and their families
- HSLs help families with translations and resources

2 ELAC:

ELAC representatives agreed to budget same items from last year as this year:

- "No absences" incentives; every 100 days (extra recess)
- continue with student awards for perfect attendance: perfect attendance shirt first semester
- perfect attendance flags
- appreciate family evening events; increased participation this year
- Family Foundations Counselor continues to support many children and their families
- HSLs help families with translations and resources

3 Staff:

All teachers provided input through a Google survey for SPSA and budget allocation with a response rate of 51%. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following to support student success:

- Contract with Family Foundations for onsite counseling; three days a week
- Crazy Karen as an incentive and for family events
- Student of the month pictures, awards, and assembly with pizza
- Weekly recognition of Mighty Mustang
- Prizes for students earning "I got caught" tickets, golden tickets for class lines
- Darling Daughter/Super Son Dances
- Funding for awards, celebrations, and incentives for students making progress in academics, behaviors, and attendance
- Mayfair Meaningful student jobs
- Areas on campus with inspiring and positive messages
- warm and welcoming campus; increase of foliage, furniture, etc.
- T2 Behavioral specialist to support students with behaviors and attendance; Room 12

Action 1

Title: Decrease Chronic Absenteeism & Improve Attendance

Action Details:

Mayfair Elementary will decrease chronic absentee students and increase the overall attendance rate by creating a positive school culture with school-wide reward/incentives, discussing with parents and students about the importance of school, as well as encouraging student participation in Goal 2 activities that focus on the arts, activities, and athletics. Implementation of effective parent communication, such as monthly calendars, School Messenger, meeting notices/reminders, and marquee updates will be used to develop greater parent attendance at school sponsored events resulting in increased parent involvement.

By June 2021, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease from 12.9% to 10.9%. By June 2021, the overall attendance rate will increase 1% from 95% to 96%.

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

1. Power BI to monitor chronic absences
2. Office Assistant along with RP Counselor and Tier 2 Behavior Specialist to collect data and plan for attendance conferences
3. Office Assistant will monitor attendance of identified K-6th students with chronic absenteeism. Regular contact with each student and family, arrange for mentoring as needed through Tier 2 Specialist (Girl Power/Young Men of Character), and provide incentives for improved attendance.
4. Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
5. Tier 2 Behavior Specialist will coordinate A2A meetings and document parent attendance.
6. Tier 2 Behavior Specialist, along with HSL and OA will connect with families through calls/home visits to families of students with chronic absences
7. Student participation in identified groups with SSW and Family Foundations counselor and Young Men of Character that includes chronically absent students in order to provide mentoring on attendance by Tier 2 Specialist
8. ATLAS Engagement data Goal 2 Participation
9. Suspension Data of Chronically Absent Students

Owner(s):

1. Administration
2. Office Assistant/RP Counselor/Tier 2
3. Office Assistant/Tier 2
4. Office Assistant/HSL
5. Tier 2
6. Tier 2/HSL/Office Assistant
7. Tier 2 Specialist
8. Co-Admin
9. Principal/Co-Admin

Timeline:

1. Weekly/Monthly
2. Daily/Weekly
3. Daily/Weekly
4. Daily
5. Bi-Weekly
6. Weekly/Bi-Weekly
7. Weekly
8. Quarterly
9. Quarterly

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

10. TST team to use PowerBI to identify SWDs and ELs chronically absent

Owner(s):

10. TST team

Timeline:

10. bi-weekly

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

- Rewards and incentives will be provided to students through drawings that will occur on a weekly basis during lunch.
- School Jobs for 4th - 6th grade students are available through an interview process. Each job will have a supervisor to monitor.
- Student Clubs i.e. Hmong Dance, Folklorico, Theatre/Dance, Peace Club; club organizer will advertise clubs during lunch times in cafeteria to promote and sign-up additional students at recess; clubs will perform in order to recruit additional students during parent meetings
- Daily "Perfect Attendance" flag will be displayed when classrooms have perfect attendance for the day. Monthly grade levels/teachers of classrooms that have the highest perfect attendance % for the month earn a "Thank You" reward. School Jobs Flag Supervisor will monitor students and monthly reward.
- Teachers will keep track of Perfect Attendance students weekly and provide qualified students with tickets for weekly raffle at lunch.
- Tier 2 Specialist and Office Assistant will monitor attendance 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.
- Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
- Office Assistant will coordinate A2A meetings and document parent attendance. Principal will support these meetings as needed.
- Tier 2 specialist and HSL will make calls/home visits to families of students with chronic absences
- Tier 2 specialist meets weekly with students that have chronic absenteeism and provides incentives to students that have improved their attendance; daily check-in/check-out as needed
- Mentoring for 5th - 6th grade identified students may receive mentoring through "Young Men of Character" to support attendance and feeling connected to school
- Family Foundations counselor and SSW will develop student focus groups in order to support behaviors and attendance
- TK/Kindergarten will have a before school Back to School Night to discuss the importance of attendance as well as the curriculum/grade level State Standards and classroom routines and procedures.
- Activities throughout the school year for student and parent connection to school: Monthly Family Nights i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night...
- School-wide events; Red Ribbon Week, Read Across Mayfair/Dr. Seuss Birthday, Book Fair, Pastries with Parents, Winter & Spring Programs
- Crazy Karen Quarterly Reward: Attendance, Behaviors, Effort/Grades
- Crazy Karen evening family events (Fall/Spring)
- Family Foundations Counseling provides individual and group counseling to support students with mental health needs.
- Restorative Practices Counselor supports re-entry students from suspensions and works with students using Second Step lessons.
- District Provided Social Worker organizes our mental health resources with the TST process with Family Foundations Counselors and School Psychologist. They work together to respond to student needs. The Social Worker also supports students with social/emotional needs.

- Quarterly Perfect Attendance Awards for students during awards ceremony; prizes for students with perfect attendance such as pencils, medals, trophies, dog tags, etc.
- School Psychologist supports our students during SST and IEP meetings as well as provides Wellness Plans for students that need extra social/emotional support.
- Tier 2 intervention specialist will provide supports for social skills and monitor attendance data based on recommendations from TST team.

Specify enhanced services for EL students:

- HSL to support ELL students and families with translations, home visits, and outreach Bilingual resources for parents
- HSL to coordinate and calendar Parent University and Parent Coffee Hour; topics to include importance of attendance/attendance matters
- Social Worker to support students and families needing outside supports
- Family Foundations Counselors to provide supports to students identified through TST process
- Restorative Practices Counselor will work with identified students chronically absent during small group SEL instruction.

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

- 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. Show parents how to sign up for ATLAS Parent Portal, Rapid Alert and Edutext.
- Parents receive Parent Handbook that includes School and District guidelines
- Weekly School Messenger of activities and events
- Monthly Calendars with school events sent home
- ATLAS Parent Portal-Edu Text
- Monthly Family Nights to increase connections to school i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night...
- Activities throughout the school year: Winter & Spring Programs, Career Day 4-6 Grades if available, Pastries with Parents

Specify enhanced services for low-performing student groups:

SWD Currently 18% (11/61) of SWD are identified with chronic absenteeism.

- Students with chronic absenteeism will be identified through ATLAS reports
- Weekly check-ins by Tier 2 intervention specialist will occur during small group behavior support, Girl Power, and/or Young Men of Character.
- Incentives will be used to encourage improvement on attendance (5, 10, 15 day incentives for perfect attendance).
- Student attendance meetings to occur with office assistant and Tier 2 specialist to get to the root of why students are chronically absent; referral to SSW or TST team based on need in order to provide resources to family

Describe Professional Learning related to this action:

- August-September Teachers in grades PreK-Kinder will sign up for Early Learning Family Literacy Night 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
- School Job Supervisor sign-ups
- August teachers will sign-up to attend ONE monthly family night if available
- Club Supervisor to support Goal 2 and data entry of attendance

Action 2

Title: Decrease Out of School Suspension Rates

Action Details:

Mayfair Elementary will implement a tiered level of response for behavior supports. We will continue the implementation of our Climate and Culture components to lessen distractions and enhance campus safety for all students and staff. Office Referral Levels of Misbehavior, Guidelines for Success, CHAMPS, Class Meetings/OLWEUS, and Second Step lessons will continue to promote personal responsibility and social skills resulting in fewer conflicts. Tier 1 implementation of weekly Class Meetings and Second Step lessons where various topics will be discussed to ensure students feel safe and connected to school and understand Mayfair rules and expectations. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions. Tier 2 student supports will be provided by our Tier 2 Intervention Specialist as identified through our TST team.

By June 2020, the percentage of out of school suspension instances per 100 students will decrease from 8.142% to 7.142%.

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

1. Classroom Management Plans-Turn in August 2019. Use CHAMPS resource
2. STOIC Team will meet Monthly to monitor areas of focus with Data on our behaviors, structures/procedures effectiveness of actions
3. TST will meet bi-weekly to monitor student behaviors and provide actions of support as needed i.e. Counseling, Tier 2 Behavior Intervention support, School Jobs...(Team Members: Social Worker, Counselor, RP counselor, School Psychologist, RSP teacher, TSA, and Principal)
4. Monitor Suspension & Office Referral Data Weekly and Post Monthly in PL Room Data Wall to discuss as a school team at PLs.
5. RP Counselor to provide Restorative Circles to students as needed and Re-entry support with students coming back from suspensions.
6. SSTs & IEPs will be done monthly to support students with academic, emotional, and behavioral concerns. Substitutes will be provided to support teachers attending meetings.
7. Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are supporting.
8. Class Meeting/Second Step Teacher Verification Form will be turned in to District Quarterly as evidence of teaching these lessons weekly
9. Goal 2 activities will be inputted to monitor student participation
10. Walkthrough data to ensure implementation of Class Meetings and Second Step curriculum
11. Walkthrough Data and feedback to teachers to increase positive interactions with students.

Owner(s):

1. Principal-Classroom Management Plans-Turn in August 2019
2. STOIC Chair/Principal Meetings Monthly
3. Principal
4. Co-Administrator/STOIC Chair will monitor and Post on Data Wall
5. RP Counselor
6. Co-Admin will organize SST Monthly Meetings and RSP teacher will organize IEP meetings
7. Family Foundations Counselors will provide feedback monthly to Principal and Teachers on student progress
8. Principal Quarterly will turn in the Class Meeting Teacher Verification Form to District
9. Co-Admin will monitor and input Goal 2 Activities
10. Principal/VP
11. Principal/VP

Timeline:

1. August
2. Monthly
3. Monthly
4. Monthly
5. Weekly
6. Weekly
7. Quarterly
8. Monthly
9. Weekly
10. Weekly

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

Tiered Level of Behavior Supports:

Tier 1: School-wide implementation of Office Referral Levels of Ms behavior, Class Meeting, Second Step Lessons, Classroom Management Plans, CHAMPS, Parent Call/Conferences, Classroom Contracts as needed.

Tier 2: SST-Parent Call/Conference, Level 2 Behavior Intervention Binder, Formal Behavior Plan (BSP), Intervention Specialist to support, Counseling Support as needed

Tier 3: ICET District Team Meeting, Counseling Support

- August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations
- August & January Behavior Expectations/Theme for Year Assembly
- August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment...
- September Olweus Kick-off Assembly & Kindness Theme to create a climate that supports kindness where we don't bully others.
- Goal 2 Clubs will be provided: Hmong Dance, Folklorico, Theater/Dance, Kind Kids ...to provide connections to school
- Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules posted in classrooms and around the school
- Character Trait Monthly Focus with Student of the Month
- Goal 2 Activities provided to engage students especially if they are At Risk
- Student Leadership with a supervisor to support decision making on activities etc
- School Jobs-Meaningful Work organized by STOIC Chair-Students with Attendance and Behavior will be supported with this work to provide a positive outlet and connection to school to increase attendance and increase positive behaviors.
- Citizenship Award's Certificate for students that model good character at quarterly Award's Assembly
- Chaplain Mentor 1st Grade Classrooms as available
- Young Men of Character & Girl Power Mentoring Support Weekly as available
- School-wide Incentives: I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- Mighty Mustangs Weekly to celebrate students that have met goals or improved with academics or behaviors.
- Classroom Goal Setting with Behaviors and Academics-Krazy Karen Quarterly Reward for Attendance, Behavior, Effort/Academics
- School-wide Events to help students feel connected to school: Red Ribbon Week, Read Across America Week/Dr. Seuss, Pastries with Parents, Monthly Family Evening Events, Winter & Spring Programs, Athletics, Open House,

Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips

- Family Nights: Science-Math-Reading Nights, Krazy Karen Dance Mania, Paint Nights, Movie Nights, , ,
- Behavior expectations for Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria
- Fund Family Foundations Counseling support for At-Risk students to support their social/emotional well-being for academic success.
- RP Counselor Support for students with Social/Emotional needs during lunch in Identified small groups and supporting suspension re-entries. Support with teaching Mindfulness to students.
- Tier 2 Intervention specialist will provide social skills support to students as identified through the TST team.
- Incentives for students on informal behavioral contracts through PeaceWorks, Save Mart, etc.

Specify enhanced services for EL students:

- Special Recognition of ELL Redesignated students at Award's Assemblies
- Redesignated students monitored quarterly
- ELLs will be recognized when meeting quarterly goals
- Goal 2 Activities
- Tiered Level of Supports
- School Jobs encouraged to connect to school and adults

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

1. School-wide activities to support attendance and connection to school: Red Ribbon Week, Read Across America-Dr. Seuss Week/Book Fair, Krazy Karen assemblies, Winter & Spring Performances, Career Day 4-6 Grades, Fieldtrips
2. Family activities Pastries with Parents, Science-Math-Reading Nights Bingo, Open House, Back to School Night,
3. Goal 2 Activities: Athletics, Music 1-6 Grades with Band, Strings, Recorders, Choir and Chorus for the Primary grades
4. Parent Trainings during Coffee Hour and/or Parent University on how to support misbehaviors and positive interactions with children at home
5. Parents receive Parent Handbook that includes School and District rules and policies
6. ATLAS Parent Portal
7. Edutext

Specify enhanced services for low-performing student groups:

SWD: 28.9%

- SWD students will be encouraged by their teachers and calls will be made to parents to share about the importance and fun with joining a Club, Sport, School Jobs, Girl Power, and Young Men of Character to support them being connected to school.
- BSP contract
- Tier 2 Intervention Specialist will provide social skills support to students as identified through the TST team.
- Tier 3 Counseling support for students as identified through the TST or SST process.

Describe Professional Learning related to this action:

1. Trauma Informed Training provided to support teachers in dealing with students that have been exposed to drugs, abuse, trauma
2. Training provided to give teachers additional strategies on how to deal with Level 2 misbehaviors using the Intervention Binder for supports for students.
3. Strategies and Resources for a Cool Down Area in all classrooms
4. Teachers will develop Classroom Management Plans and share with parents at Back to School Night
5. Restorative Practices strategies/actions
6. Levels of Misbehavior on Office Referral Form-Review & Revise as needed.
7. Monthly STOIC (Climate & Culture) meetings to monitor data and the effectiveness of our school procedures/routines. Feedback from staff and make adjustments as needed.
8. STOIC Team will have monthly focus areas for next school year to reinforce student learning of behavior expectations throughout the year- Will share with staff and get feedback
9. Second Step and Olweus Bullying Prevention Class Meetings refinement as needed
10. August & January Behavior Expectations/Theme for Year Assembly
11. August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations
12. August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment...
13. August/September Roll-Out Olweus Bullying Prevention Assembly with Kindness as a focus

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Equip Lease			Xerox machine lease	3,000.00
G4A1	Sup & Conc	Instruction	Copier Maint			Upkeep and maintenance of Xerox machines	3,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		25,908.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,293.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		25,905.00
G4A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for travel	500.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : To provide social-emotional supports to identified students	43,890.00
G4A2	Sup & Conc	Instruction	Bks & Ref			Professional reading for staff to provide student supports and strategies an academics and/or SEL.	1,000.00
G4A2	Sup & Conc	Instruction	Student Incenti			Incentives and rewards for student achievement in academics, behaviors and attendance. Includes school wide events and quarterly assemblies.	8,000.00

\$127,496.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0325 Mayfair Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for students in grades K-6th.	25,738.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8750		125,717.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs provided for coverage during SSTs, IEPs, planning, and observations.	5,347.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts to support instruction, intervention, enrichment, parent outreach, and/or special school projects.	6,101.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support students in academics, behaviors, SEL supports. Includes school climate and culture and school spirit.	43,213.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum.	1,000.00
G1A1	Sup & Conc	Instruction	Travel			Conference and travel for continued professional learning in ELA, Math, SEL, and PLC supports	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and upkeep of school technology.	3,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to support site during planning and/or conference days.	1,783.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		17,958.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in support during intervention block for students in grades K-6th.	29,486.00
G1A2	Sup & Conc	Instruction	Direct-Food			Food services for staff during professional leaning meetings.	1,000.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No Food/Incentives)	2,028.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support for special school projects.	7,583.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Resources such as posters, chars, and certificates to support student learning and behaviors.	3,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support students in reading, math, and SEL including incentives and behavioral supports.	4,810.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting provided to families during parent trainings and meetings.	632.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			Food services provided for parent meetings and celebrations.	1,000.00
G4A1	Sup & Conc	Instruction	Equip Lease			Xerox machine lease	3,000.00
G4A1	Sup & Conc	Instruction	Copier Maint			Upkeep and maintenance of Xerox machines	3,000.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		25,908.00
G4A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,293.00

G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	25,905.00
G4A1	LCFF: EL	Attendance & Social Work Services	Local Mileage		Mileage for travel	500.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements		Family Foundation Services : To provide social-emotional supports to identified students	43,890.00
G4A2	Sup & Conc	Instruction	Bks & Ref		Professional reading for staff to provide student supports and strategies an academics and/or SEL.	1,000.00
G4A2	Sup & Conc	Instruction	Student Incenti		Incentives and rewards for student achievement in academics, behaviors and attendance. Includes school wide events and quarterly assemblies.	8,000.00
						\$411,892.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,656.00
Sup & Conc	7090	\$239,652.00
LCFF: EL	7091	\$100,584.00
Grand Total		\$411,892.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$284,396.00
G4 - All students will stay in school on target to graduate	\$127,496.00
Grand Total	\$411,892.00