


**Mayfair Elementary**

10621666006407

Principal's Name: Gay Ockey

Principal's Signature: 

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

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

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

Consolidated Program Assurances


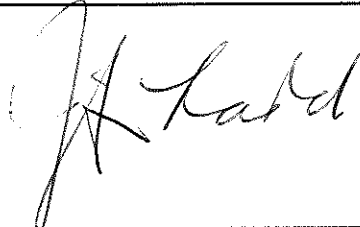
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gay Ockey	X				
2. Chairperson - Jennifer Ladd				X	
3. Secretary – Karin Aghoian		X			
4. Carmen Gastellum				X	
5. Ashley Sagrero				X	
6. Aaron Weaver		X			
7. Mee Vang		X			
8.					
9.					
10.					
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		4-13-2021
SSC Chairperson	Jennifer Ladd		4/13/21

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Mayfair - 0325

**ON-SITE ALLOCATION**

3010	Title I	\$70,840 *
7090	LCFF Supplemental & Concentration	\$217,800
7091	LCFF for English Learners	\$93,555
7099	School Opening Support <i>(New! One-time funds)</i>	\$24,600
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$406,795</b>

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,848
	Remaining Title I funds are at the discretion of the School Site Council	\$68,992
	Total Title I Allocation	\$70,840

## Mayfair Elementary 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		23.78 %	2020-2021	30.78 %
I-Ready Math D2 On Level		21.13 %	2020-2021	28.13 %

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

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

#### I-Ready ELA D2 On Level

Current iReady D2 data shows school-wide On Level at 24% in comparison to 28% last year, a 4% decrease. Continued 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 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 block
- 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 K-6th
- An after school tutorial homework center (Kids Inc) provided to selected students that provides

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

#### I-Ready ELA D2 On Level

7.5% of SPED students (3 of 53 students) are identified On Level for ELA. 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.

#### I-Ready Math D2 On Level

7.1% of SPED students (2 of 53 students) are identified On Level for Math. Our SPED students are not reading on grade level therefore are struggling to read math word problems. 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.

support and assistance with homework.

- Feedback to staff from Walkthroughs with a focus on three areas; 1. Evidence of Clarity/Purpose with Rigor of Grade Level Content (IPG2A) 2. Student Ownership/Engagement (IPG 3 ) 3. CFU Tools/Strategies for each lesson; 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; Gradual Release of Responsibility Model
- Tier 2/3 intervention support with teacher based on CFA data as well as teacher classroom data to support students struggling with grade level standards
- 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.

### **I-Ready Math D2 On Level**

Current iReady D2 data shows school-wide On Level at 21% in comparison to 23% last year, a 2% decrease. Continued 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 Math 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, CFAs)
- 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 grade K-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 with a focus on three areas; 1. Evidence of Clarity/Purpose with Rigor of Grade Level Content (IPG2A) 2. Student Ownership/Engagement (IPG 3 ) 3. CFU Tools/Strategies for each lesson; 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; Gradual Release of Responsibility Model
- 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 PLC planning, data analysis, coaching/modeling, and intervention planning based on CFA 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.
- FCOE Claims/Targets PL for 3rd - 6th Grades encouraged for PLCs to attend April/May 2021

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

During the 2020-21 school year full implementation of practices and opportunities for student engagement were limited due to distance learning. Disproportionality was effected by lack of technology, wifi and in-person best practices. Certificated staff focus was on learning new structures in delivering content and engagement opportunities were available,

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

Based on regional planning and commitments we have added feedback and walkthrough data for Foundational Skills for IPG2 and IPG3. 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
- Family Foundations Counselor
- Continue with school assemblies and celebrations to reward students in academics, attendance, and improvements

**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
- One 6 hour HSL
- Family Foundations Counselor
- Funding for technology

**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
- Site Funding for one 6 hour HSL

- Funding for Family Foundations Counselor
- 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
- SST/IEP days with a roving sub

## 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 2022, the percentage of students who meet or exceed standards on the District i-Ready Diagnostic Assessment Tiers 1 & 2 will increase by 10% from 60% to 70%. By June 2022, there will be a 7% decrease in students receiving Ds & Fs on their Report Cards.

**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 for areas of support-Actionable next steps)
3. **PLC Common Formative Assessments based on Essential Learning:** At least 2 ELA & 2 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. **Foundational Skills Assessment (FSA)-Kindergarten 3X per year**
6. **RAZ Reading Program for 1st Grade Quarterly**
7. **Fuency 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**-Purpose of Learning with Challenging Content
    - \***Ownership**-Are students doing the thinking? All Participating?
    - \***CFU**-How do you know they are 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)
  - **Classroom Foundations:** Objectives-Instruction Aligned-CFU/IAB, Closure, Ownership Productive Talk, Checking For Understanding Formative, 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 2 & 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, FSA, CFA Data, i-Ready, Fluency Progress, Calibration of Grades, PLC Weekly Agendas

**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**-Purpose of Learning with Challenging Content
  - \***Ownership**-Are students doing the thinking? All Participating? Student Talk vs Teacher Talk?
  - \***Formal/Informal Checking for Understanding**-How do you know they are 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.
- **McLane Region will deepen our work with PLCs by training our Lead Teachers with Doug Fisher with the PLC+ learning.**
- **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.

**Owner(s):**

1. Co-Administrator
2. Co-Admin
3. Co-Admin
4. Principal
5. Kindergarten teachers to evaluate data to plan for student supports
6. First Grade teachers to monitor student learning and identify areas of support for each student
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. FSA Kinder 3X per Year
6. RAZ Quarterly First Grade
7. Quarterly as needed
8. Quarterly
9. Quarterly
10. Quarterly
11. 2X per Quarter
12. Monthly

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- ILT team will continue to provide input on our Intervention model and TSA roles as well as Shared Decision making with our school focus.
- **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)
- **5 Teaching Fellows to support Rti Tiers 1-2** as a push-in during intervention block for 1st - 6th grades and kindergarten as available.
- 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, ESG, RAZ and other resources to support**
- Technology to support instructional delivery and student learning such as, tablets, projectors, document cameras, flat panels, headphones
- **Funding Nine PLI teachers** 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 & Resources to celebrate our students
- **Quarterly Rallies with Crazy Karen**
- 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 incentives/shirts**

#### Specify enhanced services for EL students:

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- 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 formal/informal assessments
- 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

#### Specify enhanced services for low-performing student groups:

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##### Students with Disabilities:

- 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. (RSP teacher)
- SWD students will be provided specialized instruction to support their IEP goals with the RSP teacher to support access to the grade level content standards.
- RSP teacher will meet 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:

- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- Small Group support with teacher and/or Teaching Fellows as needed for ELA and Math
- 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
- Integrated ELD throughout all lessons
- i-Ready reading and math differentiated support is provided for all students including ELL.
- 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.

## Action 2

**Title:** Math Comprehensive Instruction

### Action Details:

Mayfair Elementary School will provide comprehensive balanced math 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 i-Ready data. Targeted small group support will be provided as needed to ensure student mastery of the grade level content standards.

By June 2022, the percentage of students who meet or exceed standards on the District i-Ready Diagnostic Assessment Tiers 1 & 2 will increase by 10% from 69% to 79%. By June 2022, there will be a 10% decrease in students receiving Ds & Fs on their Report Cards.

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

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

- i-Ready District Math Diagnostic Assessment** 3X per year 1-6 Grades & Kinder 2X
- SBAC Assessment Data 2021** (Analyze if made growth target-Actionable next steps)
- 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
- IAB Quarterly 3rd - 6th grades for ELA & Math** to support student mastery of the State Standards
- Foundational Skills Assessment FSA-Kinder**
- Formal/Informal Walkthrough** Weekly Feedback focused on:

\***Clarity**-Purpose of Learning with Challenging Content

\***Ownership**-Are students doing the thinking? All Participating?

\***CFU/Formative Assessment**-How do you know they are learning?

- School-Wide Focus Professional Learning: Gradual Release Teaching Model-At least two opportunities for Collaborative Academic Conversations in every lesson**
- Instructional Practice Guide Tenets:** Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on Problem Solving and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about mathematical problems
- Classroom Foundations:** Objectives-Instruction Aligned-CFU/IAB, Closure, Ownership Productive Talk, Checking For Understanding Formative, Graphic Organizers/Writing.

**7. Quarterly Goal Setting:** School-Wide-PLC Classroom-Individual Student

**8. Report Cards** Ds & Fs Quarterly

**9. 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.

**10. 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, Calibrate Grades. PLC Agendas Weekly

#### Owner(s):

- Co-Administrator
- Co-Admin
- Teachers to evaluate data to plan for student supports
- Teachers to plan for student intervention and supports
- Kinder Teachers to plan for student intervention and supports
- 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)
- Principal/Teachers/Students – Teachers will utilize Goal Setting and document on the PLC Essential Learning template & Teachers will support students with goal setting quarterly
- Co-Administrator Quarterly – monitor Ds & Fs
- Co-Admin/TSAs Monitor Bi-Weekly & Quarterly Small Group Tier 3 Support
- Principal will facilitate ILT Meeting & Monitor Progress

#### Timeline:

- 3X per year
- End of year
- Quarterly
- 3X per year
- Weekly
- Quarterly
- Quarterly
- Monthly
- 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-Ownership-CFU
- PLCs committed to 1 1/2 hour blocks for Math
- **McLane Region will deepen our work with PLCs by training our Lead Teachers with Doug Fisher with the PLC+ learning.**
- 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.
- **Rti 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.
- Technology resources and programs to supplement curriculum and support student learning.
- 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...**
- **Fund Nine PLI teachers 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
- **5th & 6th grade teachers training with (Math Lesson Design-MLD) instructional model** to support students learning the grade level Math standards. **Substitute teacher support to learn from others.**
- **FCOE Claims/Targets PL for 3rd - 6th Grades encouraged for PLCs to attend April/May 2021**
- **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

**Specify enhanced services for low-performing student groups:**

**Students with Disabilities:**

- 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. (RSP teacher)
- SWD students will be provided specialized instruction to support their IEP goals with the RSP teacher to support access to the grade level content standards.
- RSP teacher will meet 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:**

- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- Small Group support with teacher and/or Teaching Fellows as needed for ELA and Math
- 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
- Integrated ELD throughout all lessons
- i-Ready reading and math differentiated support is provided for all students including ELL.
- 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.

### 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 2022, 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 2021 ELPAC.
- Professional learning emphasizing access for EL students to the CCSS and academic language utilizing the ELD Standards and driven by the ELA/ELD Framework.
- 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 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 hours
- 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.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- 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 and prevent potential academic regression.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly

#### Specify enhanced services for low-performing student groups:

Our two focus student groups are SWD and ELLs.

##### Students with Disabilities:

- 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. (RSP teacher)
- SWD students will be provided specialized instruction to support their IEP goals with the RSP teacher to support access to the grade level content standards.
- RSP teacher will meet 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:

- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- Small Group support with teacher as needed for ELA and Math
- 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
- Integrated ELD throughout all lessons
- i-Ready reading and math differentiated support is provided for all students including ELL.
- 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.



# 2021-2022 SPSA Budget Goal Subtotal

## State/Federal Dept 0325 Mayfair Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts to support instruction, intervention, enrichment, parent outreach, and/or special school projects.	7,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning in academics, behaviors, and SEL supports. Includes school-wide climate and culture/school spirit.	42,201.00
G1A1	Sup & Conc	Instruction	Travel			Conference and/or travel for continued professional learning in ELA, Math, SEL, and PLC supports.	500.00
G1A1	Sup & Conc	Instruction	Copier Maint			Upkeep and maintenance of school Xerox machines.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and upkeep of school technology.	1,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to support site as needed.	959.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support student learning in academics, behaviors and SEL supports. Includes school-wide climate and culture/school spirit.	4,548.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for students in grades K-6th.	32,930.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support student learning in academics, behaviors, school climate/culture, and SEL supports	24,600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum.	800.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher subs provided for coverage during SSTs, IEPs, observations, and teacher planning.	5,620.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for students in grades K-6th.	25,102.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. ** NO FOOD OR INCENTIVES **	1,848.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8750		126,004.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support site.	5,706.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Resources such as posters, charts, and certificates to support student learning and behaviors.	500.00

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		18,002.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,500.00

**\$303,003.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

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

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

**Student-centered real world learning experience - Site Defined**

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending field trips and participating on on-site classroom events with guest instructors. HSL connects with families who do not respond and encourage parents of student participation. Home visits as needed to obtain permission slips. The small percentage of students who did not attend was due to absences related to illness or other family obligations. Time allotted for grade level planning of field trips or scheduling of guest presenters to coincide with units being taught.

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

**Student-centered real world learning experience - Site Defined**

During the 2020-21 school year opportunities for student learning experiences were limited due to distance learning. Disproportionality was effected by lack of technology, wifi and in-person best practices.

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

We will continue to promote student participation in school activities 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. Parents will be made aware that these activities are district funded at no cost to students.

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

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:**

SSCTeam 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 thoughts about 6th grade camp
- Interpreters and child care for parent meetings

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

**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 ELAC 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 of year

**Action 1**

**Title:** Students will be exposed to various 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 that promote character and workplace competencies with the expectation of being College and Career Ready. .

By May 2022, 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 experiences.
3. We will log students that participate accordingly to monitor participation rate in ATLAS engagements.

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)

- Provide newly enrolled students after first quarter with a school spirit shirt and assign a classroom peer 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
- Career Day as staff are available for the planning of the event.
- Expose students to work and career pathways where a multilingual skill set is a benefit and advantage by including multilingual guest speakers and career professionals at school events.
- HSL for translating
- Babysitting for families during parent meetings
- Direct Food Services
- Spirit wear for student jobs, clubs, groups

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

- 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.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		26.52 %	2020-2021	24.52 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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

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

**Chronic Absenteeism**

During the 2020-21, due to school closures and distance learning, chronic absenteeism increased. The following actions from prior year will continue to be implemented:

- Classroom incentive systems and recognition for perfect attendance; perfect attendance flags for classrooms with 100% attendance.
- Teachers monitor attendance and reward outstanding attendance at quarterly awards assemblies; certificates, t-shirts, medals/trophy.
- Attendance Meetings with attendance clerk,
- TST team identify Chronic or Severe Chronic to reinforce the importance of attendance.
- Daily check-in/check-out with Child Welfare & Attendance Specialist-Tier II;
- HSL home visits to clear attendance, update school on enrollment status, change of address
- Parent education around the importance of attendance during parent coffee hour

**Suspensions students with 1 or more**

During the 2020-21 school year, due to distance learning, our suspension rate dropped to 0%. Prior year data showed a decrease in suspensions by 5% due to the following actions:

- 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, Morning Meetings at least once a week
- 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
- School wide procedures and behavior expectations established and implemented
- Quarterly Celebrations with Crazy Karen
- STOIC team (MOB Squad) meets monthly to monitor areas of focus with data on behaviors/referrals

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

**Chronic Absenteeism**

During the 2020-21 school year opportunities for student engagement were limited due to distance learning. Disproportionality was effected by lack of technology, wifi and in-person best practices. Certificated staff focus was on learning new structures in delivering content and engagement opportunities were available, but limited for students.

**Suspensions students with 1 or more**

No inequities or key factors due to the 0% suspension rate for this year.

- TST meets bi-weekly to monitor student behaviors and attendance in order to provide actions of support as needed; referrals to Child Welfare & Attendance Specialist-Tier II support, RP Counseling support, on site counseling with Family Foundations counselors or SSW
- Supervised Lunch Time activities offered for students in grades 1st-6th
- School-Wide incentives for "I Got Caught", "Golden Tickets"
- Student of the Month recognition and assemblies; pizza, certificates, etc with a focus on Character Traits and Growth Mindset
- 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
- School spirit items; spirit shirts, memorabilia to increase school connectedness

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

Due to school closures and distance learning, not all actions were implemented.

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

No changes noted

**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
- Family Foundations Counselor
- Continue with school assemblies and celebrations to reward students in academics, attendance, and improvements

**2** ELAC:

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

- Perfect attendance incentives; certificates, shirts, medals
- After school events for families and students
- Family Foundations Counselor continues to support many children and their families
- HSL 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 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
- Site Funding for one 6 hour HSL
- Funding for Family Foundations Counselor
- 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
- SST/IEP days with a roving sub

## Action 1

**Title:** Increase Participation in Goal 3 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 2022 there will be an increase of students engaged in Goal 3 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.

## 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 targeted student supports will be provided through our TST team. Tier III SST individualized student interventions as needed.

By June 2022, the percentage of out of school suspension instances per 100 students will continue to decrease as was happening before school closure.

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 2021. Use CHAMPS resource
2. MOB Squad CCT 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, Child Welfare & Attendance Specialist-Tier II, School Jobs...(Team Members: Social Worker, Counselor, RP counselor, School Psychologist, RSP teacher, Child Welfare & Attendance Specialist, 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. Child Welfare & Attendance Specialist-Tier II targeted student supports
6. RP Counselor to provide Restorative Circles to students as needed and Re-entry support with students coming back from suspensions.
7. SSTs & IEPs will be done monthly to support students with academic, emotional, and behavioral concerns. Substitutes will be provided to support teachers attending meetings.
8. Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are supporting.
9. Class Meeting/Second Step Teacher Verification Form will be turned in to District Quarterly as evidence of teaching these lessons weekly
10. Goal 2 activities will be inputted to monitor student participation
11. Walkthrough data to ensure implementation of Class Meetings and Second Step curriculum
12. Walkthrough Data and feedback to teachers to increase positive interactions with students.

**Owner(s):**

1. Principal-Classroom Management Plans-Turn in August
2. CCT Chair/Principal Meetings Monthly
3. Principal
4. Co-Administrator/CCT Chair will monitor and Post on Data Wall
5. Child Welfare & Attendance Specialist
6. RP Counselor
7. Co-Admin will organize SST Monthly Meetings and RSP teacher will organize IEP meetings
8. Family Foundations Counselors will provide feedback monthly to Principal and Teachers on student progress
9. Principal Quarterly will turn in the Class Meeting Teacher Verification Form to District
10. Co-Admin will monitor and input Goal 2 Activities
11. Principal/VP
12. 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 I:** School-wide implementation of Office Referral Levels of Misbehavior, Class Meeting, Second Step Lessons, Classroom Management Plans, CHAMPS, Parent Call/Conferences, Classroom Contracts as needed.

**Tier II:** Targeted Support team (TST) that provides targeted small group intervention.

**Tier III:** Student Success Team (SST) problem solving team that provides individualized interventions (ex. Behavior Support Plan).

The Inter-Agency Child Empowerment Team (ICET) is a district level multi-disciplinary team that students can be referred to after all school-based Tier III interventions have been exhausted.

- 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 Peace Works, 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

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
- Child Welfare & Attendance 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.

### Action 3

**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%.

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

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

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:

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- 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.

#### Specify enhanced services for low-performing student groups:

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**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 Child Welfare & Attendance Specialist-Tier II will occur during small group supports as identified through TST.
- 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 Child Welfare & Attendance Specialist-Tier II 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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Student Incenti			Incentives and rewards for student achievement in academics, behaviors and attendance. Includes school wide events, quarterly assemblies, and school spirit.	5,000.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for travel on home visits.	200.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : To provide social-emotional supports for identified students K-6th grade.	43,890.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Marissa Montes 1010206 has been hired as our .75 HSL as of 11/30/2020	26,447.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Marissa Montes 1010206 has been hired as our .75 HSL as of 11/30/2020	26,447.00

**\$101,984.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		85.03 %	2019-2020	90.03 %
Staff Goal - Site Defined		0 %	2020-2021	98 %

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

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

**Staff Goal - Site Defined**

To provide a sense of belonging amongst the staff, Mayfair utilizes a variety of teams to collaborate and share ideas. These teams include, PLC, ILT, and CCT. We also provide Community Building activities in our PLs and Staff Events i.e. potlucks, celebrations. Shared leadership with our Teams has increased a Sense of Belonging by valuing all voices in decision making.

**Our District Staff Survey** in the Sense of Belonging Category has shown a steady increase over the years. In 2016 Staff Survey was 66% and has moved up each year with a **34% increase in feeling a Sense of Belonging.**

**Staff Survey – Overall Positive in Belonging Domain**

**2020 Staff Survey: 86%**  
**2021 Staff Survey: 90%**

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

**Staff Goal - Site Defined**

Mayfair staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure we continue to improve our inclusive practices with staff and students. Teachers and Classified staff will continue to participate in Year 2 DEI trainings as provided by the district.

- Teachers will participate in Year 2 DEI as provided by the district
- Classified staff will participate in Year 2 DEI as provided by the district
- Because of the varied schedules of Classified Staff, some staff have missed the DEI Year 1 trainings. We will commit to working with the district and the Mayfair staff to ensure all staff complete this important training especially our NTAs.

**Staff Survey – Overall Positive in Belonging Domain**

**2020 Staff Survey: 86%**  
**2021 Staff Survey: 90%**

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

Due to school closures and distance learning, not all actions were implemented and this is also a new goal added for next school year.

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

No changes noted

**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
- Family Foundations Counselor
- Continue with school assemblies and celebrations to reward students in academics, attendance, and improvements

**2** ELAC:

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

- Perfect attendance incentives; certificates, shirts, medals
- After school events for families and students
- Family Foundations Counselor continues to support many children and their families
- HSL 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 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
- Site Funding for one 6 hour HSL
- Funding for Family Foundations Counselor
- 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
- SST/IEP days with a roving sub



## Action 1

**Title:** Building a Collaborative and Inclusive Culture

### Action Details:

Through our Professional Learning Community with teachers and our school community, we will continue to build a collaborative and inclusive culture through shared decision making, goal setting, and collective commitments. Staff will continue Cultural Proficiency training on inclusive practices Year 2.

**Staff Survey on Feeling a Sense of Belonging 2021 90%**

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

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

- Staff Survey "Feeling a Sense of Belonging" continue growth
- PLCs will continue to learn more and plan with inclusive teaching practices-PLC Agendas
- PLCs will integrate strategies into their lessons with Focused Attention Practices that Calm and Prime the brain for learning
- Continue to develop Growth Mindset skills with students

#### Owner(s):

- Principal/Co-Administrator
- PLC Teams
- ILT
- TSAs
- CCT

#### Timeline:

- Staff Survey 2022 Data
- Student Behavior Data Quarterly-Atlas
- Student Survey 2022 Data

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

- Cultural Proficiency training Year 2
- Vertical Articulation across grade levels
- PLC+ Training to deepen our work
- PLCs use Common Formative Assessments to monitor and differentiate learning
- PL with SEL skills and calming and attention focused practices
- Teachers using a Blended Learning approach with technology to engage students and differentiate learning

#### Specify Professional Development or Staff Services to support EL students:

- Professional Learning support ELs access to the ELA and Math standards using Academic Language
- Support for ELs based on ELPAC, i-Ready, Redesignation, and SBAC data
- Professional Learning supporting ELs to break down complex sentence structures to increase comprehension with complex text

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

##### Students With Disabilities:

- 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. (RSP teacher)
- Sped students will be provided specialized instruction to support their IEP goals with the RSP teacher to support access to the grade level content standards.
- RSP teacher will meet weekly with PLC teams for planning for grade level content.
- i-Ready differentiated practice in Reading and Math is provided for all students including SWD.

##### ELL:

- Small Group support by teacher and Teaching Fellows as needed based on data
- i-Ready differentiated practice in Reading and Math is provided for all students including ELLs.
- After school Tier 3 intervention with TSAs for students far below grade level in grades 2/3 & 4/5.
- Integrated and Designated ELD

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

## G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Bks & Ref			Professional reading for staff to provide student supports and strategies in academics and/or SEL.	500.00

**\$500.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.36 %	2019-2020	97 %
Family Goal - Site Defined		0 %	2020-2021	98 %

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

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

**Family Goal - Site Defined**

Promote and encourage parent involvement in their child's education to create opportunities for children to develop social, emotional, and academic competencies.

**Parent Survey - Respected and welcomed**

2020/21 data shows 96% of our families feel welcomed at our school, an increase of 3%. Key Factors include:

- Family Foundations Counselor
- RP Counseling support
- Full time Social Worker
- HSL to do home visits and interact daily with families; provide translating both verbally and in writing; plan for and set up for parent meeting
- Monthly family evening events with Crazy 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; Canva and Facebook page to post announcements
- Parent Volunteer luncheon, recognition ceremony with certificates
- Family activities throughout the year; Pastries with Parents, Winter/Spring Programs

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

**Family Goal - Site Defined**

Families do not notify the office when there is a change of phone number, email, or address resulting in no communication of notifications.

**Parent Survey - Respected and welcomed**

Parent Spring Survey of our families feel safe and secure at Mayfair. Data does not show SWDs or ELs response rates.

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

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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Site has agreed one 6-hour HSL is sufficient for calls and home visits as needed rather than hiring an additional 3.5 HSL.

**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:

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

- Monthly family evening events
- Family Foundations Counselor continues to support many children and their families
- one 6-hour HSL to help families with translations and resources

**2** ELAC:

ELAC representatives agreed to budget for same items from previous years:

- "no absences" incentives
- Continue with student awards for perfect attendance; semester perfect attendance shirt, certificates and recognition at quarterly awards
- perfect attendance flags for classrooms
- Family Evening events; Krazy Karen, Paint Night, Cooking, etc
- Family Foundations Counselor to support families and students
- HSL to help families with translations and resources

**3** Staff:

All teachers provided input through a Google survey for SPSA and budget allocation. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following in support of Family Connection with school:

- Family Foundation Counselor
- Full time SSW
- Krazy Karen as an incentive for family evening events
- T2 Specialist to connect with families regarding attendance, supports
- One 6-hour HSL for site support and communication with families

**Action 1**

**Title:** Increase Sense of Belonging & Engage in Students' Education

**Action Details:**

Mayfair will continue to support our families with community activities and family learning projects that encourages them to engage in their child's education in order to create opportunities for children to develop social, emotional, and academic competencies.

By May 2022, Family Survey where parents feel welcomed and respected will increase 3% from 94% 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**

ATLAS data that includes:

- Suspension/Referral Data
- Attendance Data
- SST-Student Success Team (T3 referrals)
- TST-Target Support Team (T2 referrals)
- Survey Data; Family and Student Data
- RP Counselor data
- SSW
- T2
- Family Foundations Counselors
- ATLAS engagement data

**Owner(s):**

Administrative Team  
Climate and Culture Team  
SST Team  
TST Team  
Teachers, Students, Parents

**Timeline:**

Ongoing meetings with admin  
Monthly TST/SST team

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

- **Student Academics:** Quarterly awards assemblies to include academics and attendance, Parent-Teacher conferences, ongoing communication with families through teacher communication platform (Class Dojo, Remind, etc), Monthly SSTs to support students with academic and/or social emotional concerns; School Wide incentives for students following Guidelines for Success, perfect attendance, improvement; weekly Might Mustang to recognize student effort in the classroom
- **Student Centered and Real-World Learning:** Student of the Month with a focus on character competencies and Growth Mindset, parent communications through Parent Canva, email, teacher communication platforms; participation of all students in Goal 3 trips, events
- **Parent University Trainings** to support with trainings on Parenting and supporting students at school with curriculum
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Redesignation, RFEP monitoring, and Seal of Biliteracy at Parent Coffee Hour/ELAC meetings
- **Student Engagement:** Increased opportunities in Goal 2 activities K-6th, supplemental contracts for staff to provide Goal 2 opportunities; POs for events including but not limited to FunWorks and the Artist in Me; TST team to meet and plan for student supports with check in/check out for identified students; School-wide events to increase student connectiveness to school such as but not limited to Red Ribbon Week, Read Across America; School Clubs/Groups, Field Trips and athletic programs; school spirit activities/rallies which include student and staff spirit shirts and materials; 3:1 positive interactions; First 10 Days each semester, morning greetings from teacher; Morning meetings at a minimum of once per week

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

- Special Recognition of ELL Redesignated students at Award's Assemblies
- Redesignated students monitored quarterly ELLs will be recognized when meeting quarterly goals
- Awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- Goal 2 Activities
- Tiered Level of Supports
- School Jobs encouraged to connect to school and adults
- 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. Also to support parents engaging in the SPSA, ELAC etc. to get their input in supporting our EL students with resources and services. .
- 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.
- EL Parent support in sustaining EL students' home language and developing multilingual proficiency.
- **Child Welfare & Attendance Specialist-Tier II** to work with families struggling with attendance and provide supports based on academic and social emotional needs

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

- 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 to support them being connected to school.
- Child Welfare & Attendance Specialist-Tier II 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.
- Incentives will be used to encourage improvement on attendance
- Student attendance meetings to occur with office assistant and Child Welfare & Attendance Specialist-Tier II 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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting provided during parent meetings.	508.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			Food services provided for parent meetings and celebrations.	800.00

**\$1,308.00**

# 2021-2022 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	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts to support instruction, intervention, enrichment, parent outreach, and/or special school projects.	7,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning in academics, behaviors, and SEL supports. Includes school-wide climate and culture/school spirit.	42,201.00
G1A1	Sup & Conc	Instruction	Travel			Conference and/or travel for continued professional learning in ELA, Math, SEL, and PLC supports.	500.00
G1A1	Sup & Conc	Instruction	Copier Maint			Upkeep and maintenance of school Xerox machines.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and upkeep of school technology.	1,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to support site as needed.	959.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support student learning in academics, behaviors and SEL supports. Includes school-wide climate and culture/school spirit.	4,548.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for students in grades K-6th.	32,930.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support student learning in academics, behaviors, school climate/culture, and SEL supports	24,600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum.	800.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Teacher subs provided for coverage during SSTs, IEPs, observations, and teacher planning.	5,620.00
G1A3	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for students in grades K-6th.	25,102.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. ** NO FOOD OR INCENTIVES **	1,848.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8750		126,004.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental contracts for classified staff to support site.	5,706.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Resources such as posters, charts, and certificates to support student learning and behaviors.	500.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		18,002.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,500.00
G3A2	Sup & Conc	Instruction	Student Incenti			Incentives and rewards for student achievement in academics, behaviors and attendance. Includes school wide events, quarterly assemblies, and school spirit.	5,000.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileage			Mileage for travel on home visits.	200.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : To provide social-emotional supports for identified students K-6th grade.	43,890.00
G3A3		Attendance & Social Work Service	Cls Sup-Reg		0.3750		22,125.00

G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Marissa Montes 1010206 has been hired as our .75 HSL as of 11/30/2020	26,447.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Marissa Montes 1010206 has been hired as our .75 HSL as of 11/30/2020	26,447.00
G4A1	Sup & Conc	Instruction	Bks & Ref			Professional reading for staff to provide student supports and strategies in academics and/or SEL.	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting provided during parent meetings.	508.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			Food services provided for parent meetings and celebrations.	800.00
							<b>\$406,795.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,840.00
Sup & Conc	7090	\$217,800.00
LCFF: EL	7091	\$93,555.00
One-Time School	7099	\$24,600.00
<b>Grand Total</b>		<b>\$406,795.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$303,003.00	
G3 - Increase student engagement in their school and community	\$101,984.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$500.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,308.00	
<b>Grand Total</b>		<b>\$406,795.00</b>