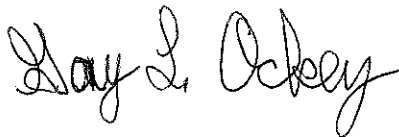


Mayfair Elementary

10621666006068

Principal's Name: Gay Ockey

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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.	
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

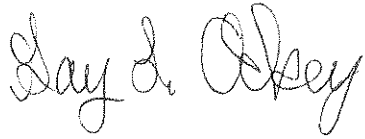
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

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 – Maria Jimenez				X	
3. Diana Velasquez - Secretary		X			
4. Mark Guzman		X			
5. Shelley Dweck		X			
6. Brianne Ainley			X		
7. Olivia Guzman				X	
8. Rosario Hoyos				X	
9. Veronica Reyes				X	
10. Carlena Bonilla				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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		3-20-24
SSC Chairperson	Maria Jimenez	Maria Jimenez	03-20-24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Mayfair - 0325

ON-SITE ALLOCATION

3010	Title I	\$72,360 *
7090	LCFF Supplemental & Concentration	\$225,841
7091	LCFF for English Learners	\$97,200

TOTAL 2024/25 ON-SITE ALLOCATION

\$395,401

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,144
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Remaining Title I funds are at the discretion of the School Site Council	\$70,216
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Total Title I Allocation	\$72,360
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Mayfair Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		13.84 %	11.2 %	2023-2024	18.3 %
i-Ready ELA D2 proficiency - percentage of students on/above		32.5 %	31.3 %	2023-2024	36.4 %
i-Ready Math D2 proficiency - percentage of students on/above		25 %	21.8 %	2023-2024	26.9 %
SBAC ELA - Average distance from standard	✓	-60 pts	-58 pts	2023-2024	-43 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-70.4 pts	2023-2024	-55 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26.78 %	29 %	2023-2024	34.1 %
SBAC Math - Average distance from standard	✓	-74 pts	-65.2 pts	2023-2024	-50 pts
SBAC Math - percentage of students met/exceeded standard	✓	25 %	23.5 %	2023-2024	28.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Mayfair implemented a comprehensive and balance English Language Arts and a MTSS intervention program in grades K-6 to support mastery of grade level skills in reading, writing, speaking, and listening.

The following actions have contributed to PLC Teams making progress in ELA with a **32%** gain in proficiency levels from i-Ready D1 to D2 during the 2023-2024 school year. Our SBAC projected proficiency level for ELA for grades 3-6 is **34%** which is in alignment and exceeds our **5%** growth goal from 2022-2023 SBAC.

- PLC Work data analysis and instructional planning

2

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

Based on data analysis of current student progress in ELA the following key factors contributed to the disproportionality of low-performing student groups.

Our (English Learners) on SBAC ELA had an Average Distance from Standard at **-70%** Our goal is to decrease this by **15%** to **-55%**.

Key Factors that contributed to this disproportionality:

- ELD Designated and Integrated not fully implemented; needed more training with instruction that focuses on the ELD standards in support of the ELA standards. We had a year of training in this area to support our EL students.

- Administration and development of CFAs Common Formative Assessments and FIABs/IAB
- School-wide/grade level/class level/student goal-setting
- Daily Tiers 1, 2, & 3 intervention support based on CFA results, BPST, supported by 2 TSAs, 5 Teaching Fellows, and 1 Instructional Coach for student support.
- Leadership Team monitoring student group data
- SEL Support (Tier 2 IS, 1 RP Counselor, 1 Social Worker, and 1 Family Foundations Counselor
- McLane Region Professional Learning in ELA with a focus on reading foundational skills.
- Genre Writing Focus
- TLC-Teaching and Learning Cycle focusing on language needs of our ELs through Writing
- A4 After School Tutoring Support

i-Ready Math D2 On Level

Mayfair implemented a comprehensive and balanced math and intervention program in grades TK-6 to support the mastery of the grade level skills.

The following actions have contributed to PLC Teams making progress in Math with a **22%** gain in i-Ready from D1 to D2 during the 2023-2024 school year. Our SBAC projected proficiency level for Math for grades 3rd-6th is **29.6%** which is in alignment with our **6%** growth goal from 2022-2023.

- PLC Work data analysis and instructional planning
- Administration and development of CFAs Common Formative Assessments and FIABs/IAB
- School-wide/grade level/class level/student goal-setting
- Daily teacher led intervention support based on CFA results, class data.
- Leadership Team monitoring student group data
- SEL Support (Tier 2 IS, 1 RP Counselor, 1 Social Worker, and 1 Family Foundations Counselor
- Professional Learning focusing on the Math Standards and a structured planning model as well as a routine with fluency practice of the Basic Facts.

EL Reclassification Rate and EL PAC Progress:

Mayfair focused on our English Learners and were provided the TLC-Teaching and Learning Cycle professional learning that focused on Language, Writing Genres, and strategies that are implemented during our Designated and Integrated ELD.

20% of English Learners were Reclassified during the 2023-2024 school year because of focused support for our English Learners.

ELPAC ELPI(English Learner Proficiency Increase) 18.6% increase 2022 38.1% to 2023 56.7% Great Growth

- Professional Learning from the EL Department with the TLC-Teaching and Learning Cycle content and strategies.
- Integrated and Designated ELD instruction for our English Learners to support them accessing the grade level standards. Small Group Instruction is provided for extra support as needed.
- After School support for our EL students is provided daily M-F by an Interact Fellow provided by the District.

•

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 (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-2024 school year. Remaining allocations that were not fully utilized were reallocated for the purchase of instructional materials.

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 2024/25 SPSA.

Changes for the upcoming 24-25 SPSA:

- **Reallocation of funds for our TSA who will now be our Reading Specialist funded by our District Literacy Grant.** Additional funds will be allocated to further support teacher planning time one day per semester (substitutes).
- **Family Foundations Counselor funds will be reallocated to support a part time Social Worker.**
- **Corwin will provide PLC+ training** for all teachers during the 24-25 school year paid for by District.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Current Academic Progress was shared with SSC on January 17th, 2024.
- Mayfair SSC met on February 28th, 2024, and voted to delegate the writing of the 24-25 SPSA to the site leadership team. Looked at 23-24 SPSA and input was shared for next year.
- 2024-2025 SPSA was shared with SSC on March 20, 2024, to review, add to, revise and finalize the plan.
- Input for the SPSA for 2024-2025:

*English Classes

*Extra Paras with additional training to support our SPED classroom.

*More intervention and tutoring for students

*Continue our Family and Student Activities we do every year.

*Better Traffic support at Arrival and Dismissal

*Continue platforms that teachers and school use to communicate with parents.

2 ELAC:

*Better Traffic support at Arrival and Dismissal

*English Classes for Parents

*More notice to parents when scheduling school Events-Yearly Event Calendar for Parents

*More Fieldtrips

*Offering different times of day for Events

*Get more parents to be involved in teams and events

*More Activities

*More interventions/tutoring

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff Feedback:

- Fund 4 Teaching Fellows to support students during Intervention block.
- Fund ELPAC assessors to support testing students
- Subs for SST/IEP days
- Beautify the School
- Cultural Events
- Electronic Marquee
- PL: Continue EL focus but provide more examples of lessons and videos-Time for PLC planning with the Language focus of the week.

Action 1

Title: ELA Comprehensive Reading Instruction-MTSS

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. 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 Common Formative Assessments, Class Assessments, i-Ready Assessments, IAB/FIAB... 1st - 6th Grades will have an intervention block by grade level with support from Reading Specialist, Teaching Fellows and/or TSA support 4-5 times per week. TFs and Reading Specialist will also support TK/Kinder students.

By June 2025, the percentage of students who meet/exceed on the i-Ready Diagnostic #2 Assessment will increase by 5% from 31% to 36%.

By June 2025 the percentage of students who meet/exceed on the SBAC ELA Assessment will increase by 5% from 29% to 34%.

By June 2025, there will be a 5% decrease in 2nd-6th grade 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 K-6 Grades
- 2. 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 as shown on PLC Agenda & PLC meetings.
- 3. IAB Quarterly 3rd - 6th grades for ELA & Math to support student mastery of the State Standards
- 4. Foundational Skills Assessment (FSA)-TK/Kindergarten 3X per year
- 5. Formal/Informal Walkthrough Weekly Feedback focused on Professional Learning School-Wide Focus: (Below in direct Services)
- 6. Support Team Weekly Meetings to discuss patterns of walkthroughs, PL implementation...
- 7. Quarterly PLC Goal Setting: School-Wide-PLC-Classroom-Individual Student (K-6th grades shared data form)-Grade Levels will enter their CFA, i-Ready...data to monitor learning and goals.
- 8. Report Cards Ds & Fs Quarterly 5% decrease
- 9. Monitor small group learning 2X per quarter for student impact of intervention for Rti tier 2 & 3 students.
- 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, FSA, CFA Data, i-Ready, FIAB/IAB, Fluency Progress, Calibration of Grades, PLC Weekly Agendas

Owner(s):

- 1. Co-Administrator
- 2. Principal/ILT
- 3. Principal/ILT (3rd-6th Grades)
- 4. TK/Kindergarten teachers to evaluate data to plan for student support
- 5. Principal/Co-Admin
- 6. Support Team
- 7. Principal/Teachers/Students will utilize Goal Setting and document on the PLC Agenda. Teachers will support students with goal setting quarterly
- 8. Teachers/PLCs – monitor Ds & Fs
- 9. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly
- 10. Principal will facilitate ILT Meeting & Monitor Progress

Timeline:

- 1. 3X per year K-6
- 2. Quarterly CFA/FIAB/CSA/IAB
- 3. Quarterly IAB ELA and Math
- 4. FSA TK/Kind 3X per Year
- 5. Weekly
- 6. Weekly
- 7. Quarterly
- 8. Quarterly
- 9. 2X per Quarter
- 10. 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-Purpose of Learning with Challenging Content**

***IPG3-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?

***Writing**

- **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. District focus on all students reading by 1st grade.**

Literacy Goals McLane Regional Focus:

Preschool: By June 2024,

- **80%** of Preschool Students will achieve a DRDP rating of "Building Middle", "Building Later", or "Integrating Earlier" on the following five language and Literacy Development (LLD) measures: LLD 3, 7, 8, 9, and 10.

TK: By June 2024,

- **85%** of TK students will know more than 14 Upper Case and Lower Case Letters
- **70%** of TK students will recognize 10 or more letter sounds
- **85%** of TK students will achieve a TK-FSA rating of (Sustaining) on Name Writing

Kindergarten: By the third iReady administration

- **77%** of kindergarten students will be at or above grade level in the McLane Region

First Grade: By the third iReady administration

- **51%** of 1st grade students will be at or above grade level in the McLane Region

Professional Learning Focus:

- **Gradual Release Teaching Model**-At least two opportunities for Collaborative Academic Conversations in every lesson-IPG3 Ownership
- ***Clarity-Purpose of Learning with Challenging Content: Content-Language-Social**
- **Writing Genre**
- **English Learner Keystone Strategies & PL.** Provide PLC planning time during PLs to focus on Language Features during Integrated and Designated instruction.
- **PLC+** District and School Focus for 2024-2025 School Year to support our Collective work to continue to improve Student 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.
- 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 ELA intervention block for 1st - 6th grades and kindergarten as available.**
- **Rti Tier 3 student support** will mostly be pull-out during the after-school Tutoring block or during the Non-Core blocks. Students pulled for Tier 3 supports will not miss Tier 1 Core instruction or Tier 2 Core support/interventions.
- **Tier 3 After School Tutoring** for students that have significant gaps in ELA and/or Math. Supplemental contracts for TSAs and Teachers to provide Tier 3 small group support; may include out of school tutoring programs
- **Tier 3 Student Support** during end of Day so students don't miss Core Learning. 2 TSAs and 1 Instructional Coach to support
- **Student incentives for showing progress and/or proficiency in district and state assessments; including but not limited to food, field trips to movie theaters, roller skating, jump park...**
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive ELA or Math support

- Teachers on Supplemental Contracts will support Tier 2-3 students in ELA/Math
- Student goal setting with Class Goals for Lessons, CFA Assessments, FIAB/IABs, CSA, i-Ready, SBAC, Data Chats will be done with teachers quarterly

Resources:

- Technology resources such as additional laptops, replacement of headphones, maintenance of tablets, technology programs...
- Technology to support instructional delivery and student learning such as, tablets, projectors, document cameras, flat panels, headphones...
- 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, and additional/replacement of math materials.
- Graphics for visuals to support and enhance our adopted curriculum for ELA, Math, and SEL
- Software and Online Resources to enhance our adopted curriculum such as Starfall, ESGI, RAZ Kids, and other resources to support as needed.
- Lease Copy Machine as funds are available.
- Quarterly Awards & Resources to celebrate our students.
- Quarterly Rallies with Fun Works/Fantastic Frye and other vendors such as Reptile Ron, Kona Ice, bounce houses...
- Extra Recess/Celebrations with incentives (School Specialty, Amazon) 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
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, and SEL
- Administrative Subs as needed to support the school.
- Student incentives for showing progress and/or proficiency in district and state assessments; including but not limited to food, field trips to movie theaters, roller skating, jump park...
- i-Ready awards for goals met based on goal setting with the teacher for end-of-year diagnostic and progress from Diagnostic #1-#2; incentives include but not limited to food, snacks, Fun Works/Fantastic Frye...

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

SBAC 2023 Data shows English Learners Distance from standard averaged -70. We have a goal for SBAC 2024 to have only -55 or less Distance from Standard by implementing the Actions below.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- Funding 4 Teaching Fellows and 2 Funded by District Literacy Grant to provide extra support for our ELs during Intervention Tiers 1 & 2.
- Babysitting for parents to attend meetings i.e. SSC, ELAC, Parent Engagement...
- Funding Social Worker 2.5 days per week to support ELs with social/emotional needs. (Full time Social Worker funded by District to support EL students as well.)

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- Fund Teacher Substitutes for planning for Designated and Integrated ELD as needed, or for Teachers to observe exemplar teachers in this area, and/or provide planning time for teachers.
- Certificated Supplemental funding so teachers can provide tutoring for ELs that need extra support in ELA, Math, or ELD.
- Materials and Supplies funded to provide resources for tutoring or supplemental support materials.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Mayfair currently has no other student groups identified in Red. See support for ELs on left.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See support for ELs on left.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See support for ELs on left.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

See support for ELs on left.

- Funding for Conferences/Travel for teachers to receive training to improve their instructional practice.
- ELPAC Assessors to provide assessment to students, so learning time isn't as impacted.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School Tutoring for K-6 grades EL student support, Tier 2 and Tier 3 small group support by A4 teachers, Interactive Fellows support, or teacher support during after school.
- EL students will receive Integrated ELD and Designated ELD instruction 5X per week 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, i-Ready, & SBAC formal/informal assessments
- RtI = 4 Teaching Fellows and 1 TSAs to support EL students struggling with academics: (1 TSAK-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 ELs during non-core blocks so they don't miss Core instruction.
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards by CFAs, i-Ready, IABs...
- Reclassified students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all reclassified 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 2025, the percentage of students who meet/exceed standards on the district i-Ready Diagnostic #2 Assessment will increase 5% from 21.8% to 26.9%

By June 2025, the percentage of students who meet/exceed standards on the SBAC Assessment will increase by 5% from 23.5% to 28.6%

By June 2025, there will be a 5% decrease in 2nd-6th grade 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

- 1. **i-Ready District Math Diagnostic Assessment** 3X per year K-6 Grades
- 2. **PLC Common Formative Assessments based on Essential Learning:** At least 2 Math CFA/FIAB & 1 CSA/IAB per Unit/Topic in Math
- 3. **IAB Quarterly 3rd - 6th grades for Math** to support student mastery of the State Standards
- 4. **Foundational Skills Assessment FSA-TK/Kinder**
- 5. **Formal/Informal Walkthrough** Weekly Feedback focused on:
 - ***Clarity**-Purpose of Learning with Challenging Content
 - PLC+**
 - ***Ownership**-Are students doing the thinking? All Participating?
 - ***CFU/Formative Assessment**-How do you know they are learning?
 - **School-Wide Focus: 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.
- 6. **Quarterly Goal Setting:** School-Wide-PLC-Classroom-Individual Student
- 7. **Report Cards** Ds & Fs Quarterly
- 8. **TSAs** will monitor their small group instruction quarterly for student impact of Tier 2/3 intervention, Progress monitor students in small group instruction 2X per month.
- 9. **Instructional Leadership Team** will meet monthly – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAIG, CFA Data, Calibrate Grades, PLC Agendas

Owner(s):

- 1. Co-Administrator
- 2. Lead Teacher
- 3. Principal/Lead Teacher
- 4. Kinder Lead Teachers
- 5. 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)
- 6. Principal/Teachers/Students – Teachers will utilize Goal Setting and document on the School-wide Goal Setting Form & Teachers will support students with goal setting quarterly
- 7. Principal Quarterly – monitor Ds & Fs
- 8. Co-Admin/TSAs Monitor Bi-Weekly & Quarterly Small Group Tier 2/3 Support
- 9. Principal will facilitate ILT Meeting & Monitor Progress

Timeline:

- 1. 3X per year
- 2. Quarterly
- 3. Quarterly
- 4. As data is received
- 5. Weekly
- 6. As Receive Data
- 7. Quarterly
- 8. Quarterly
- 9. Monthly

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

- **Tier 1:** Quality first teaching and classroom-based intervention that focuses on the grade level standards with support from our GVC, goal setting, checking for understanding, Classroom Foundations, common formative assessments and the Gradual Release Teaching Model Clarity of Learning-Ownership-CFU
- **PLCs committed to 1.5-hour blocks for Math 1st-6th grades.**
- 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 Instructional Coach to support PLC planning, data analysis, coaching/modeling, and intervention planning.
- **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 3 Push-in/pull-out support utilizing the TSA & Instructional Coach when they are part of the PLC planning and implementation cycle if available for Math.
- Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies...
- **Technology resources and programs to supplement curriculum and support student learning i.e. Raz Kids, Starfall...**
- **Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras...**
- 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
- **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.
- **4th-6th grade teachers training & support by Instructional Coach with (Math Lesson Design instructional model & Math Fluency)** to support students learning the grade level Math standards. **Substitute teacher support to learn from others as needed.**

- Lease and maintain Copy Machine as funds are available.
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL.
- **Student incentives for showing progress and/or proficiency in district and state assessments; including but not limited to food, field trips to movie theaters, roller skating, jump park...**

Professional Learning Focus:

- **Math Lesson Design structure** for planning with grade level standards
- **Fluency Basic Facts with Teaching** & Practice 1st - 6th Grades
- **Gradual Release Teaching Model-At least two opportunities for Collaborative Academic Conversations in every lesson-IPG 3 Ownership**
- ***Clarity-Purpose of Learning with Challenging Content: Content-Language-Social**
- **Writing Across the Curriculum**
- **English Learner Keystone Strategies & PL.** Provide PLC planning time during PLs to focus on Language Features during Integrated and Designated instruction.
- **PLC+ District and School Focus for 2024-2025 School Year** to support our Collective work to continue to improve Student Learning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learners are not in Red for Math as indicated on the CA Dashboard and the SPSA needs assessment.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Split Fund 4 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- Fund Social Worker 2.5 days per week to support English Learners with social/emotional needs.
- Materials and Supplies to support lessons for ELs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Provide Teacher Substitutes for professional learning on EL strategies...
- Provide Teacher Substitutes for observations of exemplar teachers that implement Designated and Integrated ELD as well as Key Stone strategies.
- Split Fund 4 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- ELPAC assessors to support teachers to continue their learning schedules to provide consistency of learning for our EL students.
- Materials and Supplies to support lessons for ELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School Tutoring for EL students that need support with TF/TSA, and or Inter-Act Fellow for small group learning funded by District.
- Teacher supplemental contracts for ELPAC Assessors

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

There are No Student Groups in Red for Math

- 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 = 6 Teaching Fellows (2 Funded by District & 4 Funded by Mayfair), 1 TSA funded by District, 1 Reading Specialist Funded by District Literacy Plan.
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELs during Non-Core blocks.
- Reclassified students will be monitored quarterly on ELLEVATION to ensure that they are mastering the grade level State Standards and prevent potential academic regression.
- EL Progress Monitoring will occur each semester on ELLEVATION to monitor all ELs progress towards reclassification and to ensure the appropriate supports are being provided.
- ELPAC Chat will occur prior to assessment in order to give students information and ways to prepare for ELPAC and to make goals for reclassification.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly, end of year celebration for all reclassified students, includes catering, family invitation.
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL.

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 through Reading, Writing, Speaking, and Listening.

By June 2025, the percentage of EL students that score 4 on the ELPAC Assessment will improve **7%** from **(11.2% to 18.3%)**.

By June 2025, the number of EL students making adequate progress towards reclassification will grow by **5%** from **(56.7% to 61.7%)** using the CA School District Dashboard ELPI.

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. **ILT-Instructional Leadership Team will monitor English Learner's progress Quarterly. Team will meet at beginning of the year with a focus on identifying ELs, analyzing data, goal setting, and identifying targeted instructional routines for ELs.**
2. **Teachers will complete a goal setting chat at the beginning of the year and every quarter with each EL student to ensure they understand their current level so they can create goals towards reclassification. Teachers will monitor each quarter.**
3. i-Ready Administration Disaggregate by EL subgroup 3X per year (Analyze if made growth target)
4. CFA Data, i-Ready Data, Wonders Assessments, GoMath assessments, IABs will be used to monitor effectiveness of interventions for ELs.
5. Quarterly Goal Setting: School-Wide-PLC-Classroom-Individual-Student (Teachers will support students with goal setting quarterly) CFAs & i-Ready data.
6. Formal/Informal Walkthrough Feedback quarterly with a focus on implementation of Designated & Integrated ELD as well as IPG data. Co-Admin and Principal will meet to discuss supports needed as observed in walkthroughs.
7. **RFP monitoring each semester through ELLEVATION to ensure reclassified students continue to show progress. Identified supports will be listed by teachers if students are not meeting standards.**
8. **EL Monitoring each semester using ELLEVATION, teachers identify supports being provided for students not showing growth.**
9. Monitoring the use of ELA/ELD standards and Framework during teacher planning, and instruction for ELs.
10. **English Learner Goal Setting Assembly will be provided to all EL students in January to ensure they understand the purpose and structure of the ELPAC, review their personal goal, and school wide goal. Assembly will also identify benefits of being bilingual and celebrate these qualities.**
11. **Professional Learning for all teachers with support from EL services with a focus on the ELD standards to improve Integrated and Designated ELD instruction to support students with their Language needs through Writing, Reading, Speaking, and Listening. This PL will be created to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.**

Owner(s):

1. ILT
2. Teachers/Coach
3. Co-Admin/Teachers
4. Co-Admin/Teachers
5. Coach/Teachers
6. Admin
7. Co-Admin/Teachers
8. Co-Admin/Teachers
9. Principal/Lead Teachers
10. Co-Admin
11. Admin

Timeline:

1. Quarterly
2. Quarterly
3. 3X Per Year
4. Quarterly
5. Quarterly
6. Quarterly
7. 2X Per Year
8. 2X Per Year
9. Quarterly
10. January
11. Throughout Year

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
- EL student will receive targeted instruction aligned to the CAELD Standards daily through designated and integrated ELD Instruction.
- Teaching and Learning Cycle to support:

Building Background Knowledge

Explicit instruction with language analysis and text analysis

Joint construction of text types in writing Independent Writing

- Academic Discourse in all content areas to support use of academic vocabulary.
- Teachers/PLC/Site Leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim Assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- 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 20224/20235 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 ELs with TSA, Reading Specialist and/or Inter-Act Fellow as identified through ELLEVATION student list of students not showing progress.**
- Teachers will provide small group support to EL struggling readers daily during intervention with TF push-in support.
- Teachers will provide small group support for ELs struggling with math skills.
- ELPAC Assessors to give the ELPAC.

- Technology for online use of integrated ELA/ELD resources, materials, and supplies to support ELA/ELD instruction.
- Spanish Home School Liaison 8 hours
- Digital Literacy Resources
- **Substitutes for peer observations and Coaching cycles**
- Reading Specialist/TSA to monitor and provide support with RtI and supervising Teaching Fellows supporting ELs.
- 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 ELs that have been reclassified.
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles, certificates.
- Walkthrough data will support in providing feedback to teachers during Designated and Integrated ELD instruction and support through our EL PL Plan.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- English Learners SBAC ELA Distance from Standard for 23-24 was **-70%** We have a goal to decrease this to **-55%** for 2024-2025.

We had a lot of students increase at least one ELPI level or maintain level 4.

- **ELPAC ELPI-(English Learner Proficiency Increase) 18.6% increase 2022 38.1% to 2023 56.7% Great Growth!**

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- Split Fund 4 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- Fund Social Worker 2.5 days per week to support English Learners with social/emotional needs.
- Materials and Supplies to support lessons for ELs.

3. With 7090/7091 funds only we plan to support English Learner students by:

- Provide Teacher Substitutes for professional learning on EL strategies...
- Provide Teacher Substitutes for observations of exemplar teachers that implement Designated and Integrated ELD as well as Key Stone strategies.
- Split Fund 4 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- ELPAC assessors to support teachers to continue their learning schedules to provide consistency of learning for our EL students.
- Materials and Supplies to support lessons for ELs.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

EL Reclassification Data & ELPI Growth:

20% of English Learners were Reclassified during the 2023-2024 school year because of focused support for our English Learners.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

(We only had one student group: English Learners SBAC Distance from Standard for 23-24 was -70% We have a goal to decrease this to -55% for 2024-2025.)

Look at Enhanced services for EL students.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Look at Enhanced services for EL students.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Look at Enhanced services for EL students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Number 3 (Left Side)

4. As a site: What are planned actions to support this student group?

Look at Enhanced services for EL students.

ELPAC ELPI-(English Learner Proficiency Increase) 18.6% increase

2022 **38.1%** to 2023 **56.7%**. Great Growth!

- After School Tutoring for EL students that need support with TF/TSA, and or Inter-Act Fellow for small group learning funded by District.
- Teacher supplemental contracts for ELPAC Assessors
- 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 = 6 Teaching Fellows (2 Funded by District & 4 Funded by Mayfair), 1 TSA funded by District, 1 Reading Specialist Funded by District Literacy Plan.
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELs during Non-Core blocks.
- Reclassified students will be monitored quarterly on ELLEVATION to ensure that they are mastering the grade level State Standards and prevent potential academic regression.
- EL Progress Monitoring will occur each semester on ELLEVATION to monitor all ELs progress towards reclassification and to ensure the appropriate supports are being provided.
- ELPAC Chat will occur prior to assessment in order to give students information and ways to prepare for ELPAC and to make goals for reclassification.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly, end of year celebration for all reclassified students, includes catering, family invitation.
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL.

2024-2025 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	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention	28,919.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs provided for PLC planning days, IEPs, SSTs, classroom/school observations	23,888.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	24,520.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	87,550.00
G1A1	Sup & Conc	Instruction	Travel			: Conferences, travel, professional development for staff	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Printed Resources to support student learning	3,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Admin Sub for coverage	2,389.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention	36,521.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Maintenance and upkeep of school technology	3,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	22,068.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	25,261.00
G1A3	LCFF: EL	Instruction	Off Eq Lease			Copier Maintenance	3,000.00

\$275,116.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95.7495 %	89.3 %	2023-2024	91.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 and Real-World Learning Experiences

Mayfair demonstrated a 2% increase from the 2022/2023 to the 2023/2024 Fall Climate and Culture Student survey in the domain of "Student-centered and Real-world experiences". The following practices will be implemented so we can continue providing and expanding opportunities in this domain for students:

- Students in grades TK-6th will be provided opportunities to engage in various district funded field trips, school clubs and activities based on student interest in order to expand their real-world learning opportunities. Grade levels will plan at the beginning of the school year their Goal 2 field trip destination and make transportation arrangements.
- School Social Worker to oversee student jobs program as well as school wide events such as Red Ribbon Week, Read Across America, and/or Career Day. Invitations to community leaders to come to Mayfair and participate in events.
- RISE Police Chaplain Program in 1st grade.
- Proposition 28 Arts Grant to contract with vendors to provide services to students during after school.
- Contracts will be offered to sponsor student programs such as Peach Blossom, Student Leadership, and clubs based on student interest.
- CCT team will use Panorama data for continued planning and goal setting in the area of "student-centered/real-world learning experiences".

2

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

During the 2023-2024 school year, opportunities for student learning experiences were available to all students. Some of the key factors that contributed to the disproportionality of low-performing student groups were:

- Sports and field trips were planned and sometimes issues such as fingerprinting delays, lack of transportation and weather interfered with programs.
- Due to absences related to illness or other family obligations, some students were not able to participate. A few were due to family's decision to keep child at home due to safety concerns for out-of-town/overnight trips even though we had Parent Meetings to alleviate fears for the out-of-town trips.
- Opportunities for student engagement in real-world learning opportunities were limited due to the lack of coaching/sponsors for after school clubs, sports, or programs.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Goal 2 provided funding for transportation and entry fees for a variety of, field trips, leadership activities, Peach Blossom opportunities to expand real world learning opportunities. ASP enrichment and engagement opportunities were also provided for students in K-6 grades.

Extra pay contracts were also funded by the district but there was limited staff participation in after school programs or school wide events.

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 2024/25 SPSA.

We will invest in a School Social Worker who will assist in the development of Student Helpers and organize monthly activities to help students feel an increase in experiences at school. Focus will be on mental health, social skills, positive relationship building, school jobs... SSW will also assist in planning for school wide events such as Read Across America and Red Ribbon week and reach out to our community partners and ask for participation in these events. An additional School Social Worker will be hired to work on site 2.5 days/week and will be paid out of site funds. SSW will support Goals 2, 3, and 5.

Each Grade level committed to attending at least one family evening event to further engage students in activities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Would like speakers to talk with students about their careers.
- Offer meetings at different times, morning and after school to provide more opportunities for families to come.
- Continue to honor students with awards assemblies and special events.
- Fund 2.5 days per week Social Worker to oversee activities, family events, School Jobs...to increase student engagement.

2 ELAC:

- ELAC parents recommended the following:
- shared the importance of having a translator available to help with communication during important events, they appreciate all office staff being bilingual.
 - concern with the lack of families participating in school meetings such as ELAC. They want to find ways to encourage more families to be a part of their childrens' education.
 - Provide babysitting during meetings.
 - Offer meetings at different times, morning and after school to provide more opportunities for families to come.
 - recruitment of additional instructional aides that are bilingual.
 - special awards for students such a medals, t-shirts and certificates.
 - continue to honor students with awards assemblies and special events.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Staff recommended the following:
- Invite visitors to speak at school wide events such as Red Ribbon Week, Career Day, Read Across America
 - Additional field trip opportunities in addition to those offered by Goal 2
 - Bring more experiences and presentations to school site for all to be a part of.
 - PLC teams agreed to attend at least one evening Family event to increase student and family participation.

Action 1

Title: Student Centered and Real-World Learning Experiences

[Action Details:](#)

Mayfair Elementary will increase student participation in district-sponsored study trips and provide additional opportunities for real-world learning experiences to help prepare students for college and career readiness. We will develop

additional on-site opportunities and student activities throughout the year that promote character and workplace competencies with the expectation of being College and Career Ready.

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:
<ul style="list-style-type: none">Reports from ATLAS Student Engagement Tool, Panorama, Power BI, and parent/staff/student surveys.Responses from District Fall/Spring Climate and Culture Surveys	<ol style="list-style-type: none">Co-AdminAdmin/CCT	<ol style="list-style-type: none">Once per semesterOngoing

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

- Purchase Orders for spirit wear, clubs, activities/vendors, arts, athletics
- Supplemental contracts for certificated and classified staff to sponsor clubs and/or events
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities
- Transportation services to attend activity or event
- Materials and supplies, including but not limited to, notebooks, paper, pencils, graphics, art supplies, etc.
- All students will have opportunities to participate in cultural dance activities and events.
- Student participation in activities/field trips will be logged into ATLAS engagement tool
- Guest speakers and community readers during school-wide events such as Red Ribbon Week and Read Across America
- Career Day as staff are available for the planning of the event.
- HSL for translating, support teachers to plan for parent meetings.
- Food Services for guests; ordering from but not limited to Pepa's, Hewitts, AppleSpice, Vallarta, Ampersand, and various other catering services.
- Each teacher will provide at least 2 activities and/or discussions per month for the school's cultural focus such as Black History Month, Hispanic Heritage, Women's History month... For example, read a story, do an art project, watch a video, integrate with other ELA, Social Studies text, use materials/resources provided by district...
- Provide opportunities for our students to learn more for understanding and appreciating differences and similarities with our LGBTQ+ community. Continue our small group support with our Social Worker with some of our 5th & 6th graders

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in the domain of "My school prepares me for life with real-world experiences" with a total of 89%. Based on the 2% decrease from Fall of 2022/23 to Fall of 2023/24 we will plan for additional on-site opportunities for students to participate in and prepare for real-world learning experiences.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- With Title I funds we plan to support English learner students by hiring a School Social Worker to provide services to student groups based on needs. In addition, SSW will plan for and sponsor school wide events such as Red Ribbon Week, Read Across America, and Career Day. SSW will reach out to community leaders and professionals to visit school site and present information to students.
- Funding for parent involvement will include but not limited to materials and supplies for parent

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Our Students with Disabilities (SWD) student population performed at the lowest level in areas of "Student-Centered and Real-World Experiences". Only 87.9% of this population scored with favorable responses compared to 89.3% of students schoolwide.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support SWDs by hiring a School Social Worker to support student groups in counseling sessions based on needs.
- SSW will collaborate with community leaders to participate in schoolwide events such as Read Across America, Red Ribbon Week, and Career Day in order to expose students to diverse perspectives and career opportunities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

communication such as paper, printer ink, pens/pencils, journals for note taking. Babysitting will be offered during parent meetings as requested by families.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- *With 7090 and 7091 funds we plan to support English learner students by providing parent communication materials such as paper, printer ink, copier maintenance, additional laptops as needed for parent surveys and food for catering during parent meetings.*
- *In addition, a School Social Worker will be hired to organize for school wide events and oversee a Student Helpers program to increase opportunities for real-world learning experiences for students. Student incentives to award participation in programs and/or clubs that include certificates, medals, club shirts, and food.*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Communications sent out in English and Spanish via weekly newsletter, social media, Parent Square, teacher communication platform.
- Communication platforms provide translating for communication between teacher/school and families.
- All parent and student communications will be translated into primary language, including but limited to, Parent Square, field trip permission slips, flyers and notices.
- Parent communications shared during ELAC, SSC, Parent Engagement Hour and posted on Mayfair website, Mayfair Facebook page, and Parent Square
- Quarterly Awards with celebrating our ELs that have been reclassified.
- PLC teams will choose one evening event per year to celebrate with students and families.
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles, certificates.

- *With 7090 or 7091 funds we plan to support SWDs by providing on-site real-world learning opportunities such as student jobs to foster a sense of belonging and integration within the school community.*
- *SSW will provide mentoring and engagement activities to support participation in these activities to develop valuable skills, build confidence and establish connections with peers and teachers.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL 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 and admin will monitor EL students' participation in activities to promote their participation from ATLAS engagement tool.
- All parent and student communications will be translated into primary language, including but limited to, Parent Square, field trip permission slips, flyers and notices.
- Parent communications shared during ELAC, SSC, Parent Engagement Hour and posted on Mayfair website, Mayfair Facebook page, and Parent Square
- Quarterly Awards with celebrating our ELs that have been reclassified.
- PLC teams will choose one evening event per year to celebrate with students and families.
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles, certificates.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental	19,697.00

\$19,697.00

- 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 CHAMPS, OLWEUS, weekly Class Cirdes and Second Step meetings, Morning Meetings at least once a week, CHAMPS implemented school wide.
- Welcome Back assembly at the beginning of each semester that include school rules.
- School wide procedures and behavior expectations established and implemented.
- Quarterly celebrations that include local vendors including but not limited to Fantastic Fry Guy, Reptile Ron, Wild Child Adventures, Kona Ice... to reward academics, attendance, and effort.
- CCT team meets monthly to monitor areas of focus with data on behaviors/referrals to identify resource inequities or other key factors that contributed to the disproportionality of low performing student groups as it relates to this goal.
- CCT will also focus on activities to build community with staff and students.
- **TST:** Tier 2 Intervention Specialist, Social Worker, RP Counselor, School Psychologist, RSP Teacher, Principal, and Instructional Coach supports students and teachers. The team uses data to discuss which Tier level of support a student is needing. The student is monitored and released from support, or continues with support, or moves up a Tier level of more intense supports as needed.

- 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 CHAMPS, OLWEUS, weekly Class Circles and Second Step meetings, Morning Meetings at least once a week, CHAMPS implemented school wide.
- Welcome Back assembly at the beginning of each semester that include school rules
- School wide procedures and behavior expectations established and implemented.
- Quarterly celebrations that include local vendors including but not limited to Fantastic Fry Guy, Reptile Ron, Wild Child Adventures, Kona Ice... to reward academics, attendance, and effort
- CCT team meets monthly to monitor areas of focus with data on behaviors/referrals to identify resource inequities or other key factors that contributed to the disproportionality of low performing student groups as it relates to this goal.
- CCT will also focus on activities to build community with staff and students.
- TST meets bi-weekly to monitor student behaviors, social emotional needs, and attendance in order to provide actions of support as needed.
- School-Wide incentives for "I Got Caught", Golden Tickets, Student of the Month recognition and assemblies with pizza, certificates, and prizes with a focus on Character Traits and Growth Mindset
- Roving sub provided for monthly SSTs/IEPs meetings that provide students with academics, social/emotional, and/or behavioral concerns.
- Referral process and levels of misbehavior implemented. Behavioral binder to support teachers with T2 misbehaviors.
- TSA and Academic Coach to observe and support teachers with classroom management as needed.
- Mustang Corral in each classroom to include Guidelines for Success, School Rules, Anti-Bullying Rules, Mayfair school mission and vision statement.
- School spirit items: spirit shirts, memorabilia to increase school connectedness and belonging.
- School-wide events to increase student connectedness and belonging to school and community.

- TST meets bi-weekly to monitor student behaviors, social emotional needs, and attendance in order to provide actions of support as needed.
- School-Wide incentives for "I Got Caught", Golden Tickets, Student of the Month recognition and assemblies with pizza, certificates, and prizes with a focus on Character Traits and Growth Mindset
- Roving sub provided for monthly SSTs/IEPs meetings that provide students with academics, social/emotional, and/or behavioral concerns.
- Referral process and levels of misbehavior implemented. Behavioral binder to support teachers with T2 misbehaviors.
- TSA and Academic Coach to observe and support teachers with classroom management as needed.
- Mustang Corral in each classroom to include Guidelines for Success, School Rules, Anti-Bullying Rules, Mayfair school mission and vision statement.
- School spirit items: spirit shirts, memorabilia to increase school connectedness and belonging.
- School-wide events to increase student connectedness and belonging to school and community.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Supplemental contracts were offered to staff to sponsor after school programs or clubs. There was a lack of sponsors to plan for and implement programs for students during or after the school day.

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 2024/25 SPSA.

Family Foundations Counselors will no longer be available to support students on-site. We will add a Site Social Worker to support group counseling, individual crisis interventions as well to oversee school wide activities to support students in real-world learning experiences and engagement to increase sense of belonging and student-centered activities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Full time Social Worker funded by District to support our students that need social/emotional supports.
- Funding Social Worker 2.5 days per week to increase student engagement with activities and family events.
- Family dances with a theme, continue family picture option.
- Continue Family and Student events and activities.
- Babysitting and food during meetings to get more people involved.

2

ELAC:

ELAC parents recommended the following:

- Continue to have Student of the Month
- Medals, t-shirts, awards/certificates for academics, attendance and behaviors
- Family dances with a theme, continue family picture option
- Get more parents involved in their child's education; offer an evening time for parent meeting as well as the morning for those that work
- Babysitting and food during meetings to get more people involved

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff recommended the following:

- Dress Up/Spirit Weeks throughout the year.
- Additional activities to connect older male students to school
- More diverse books in the library
- Announce Big Awards throughout the year students can earn for behaviors, academics, and attendance
- Continue with Healthy Relationship Week and Red Ribbon Week
- Lunch time activities for students; include art, drawing, games
- School Wide activities for monthly cultural focus; Hispanic Heritage, Hmong New Year, Women's History Month
- Pairing "at-risk" students with an adult they can check in and connect with

Action 1

Title: Reduce 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 create a school culture that is inclusive, teaches social skills and ways to deal with conflict respectfully to ensure campus safety and a positive environment for all students and staff.

Office Referral Levels of Misbehavior, Guidelines for Success, CHAMPS, Class Circles/OLWEUS, and Second Step lessons will be provided 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. Targeted student supports will be provided through our TST team with RP counselor, Tier II Intervention Specialist, and Tier III Counseling support with Clinical and Social Worker. Tier III SST individualized student interventions as needed.

By June 2025, the percentage of out of school suspension instances per 100 students will continue to decrease from **.6%** to **.2%**

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 2025. Use CHAMPS resource.
- 2. CCT Team will meet monthly to monitor areas of focus with data on our behaviors, structures/procedures effectiveness of actions documented on Agenda.
- 3. TST will meet bi-weekly to monitor student behaviors and provide actions of support as needed i.e. Counseling, Tier 2 Intervention Specialist, Social Worker, RP counselor, School Psychologist, RSP teacher, Instructional Coach and Principal)
- 4. Full time School Psychologist (provided by District) to support with SPED testing and supporting our students.
- 5. Monitor Suspension & Office Referral Data Weekly and Post Quarterly in PL Room Data Wall to discuss as a school team at PLs.
- 6. Office Assistant and HSL-Supports families of Chronic Absent students as well as TST team with Tier 2 IS.
- 7. RP Counselor to provide Restorative Circles to students as needed and Re-entry support with students coming back from suspensions.
- 8. SSTs & IEPs will be done monthly to support students with academic, emotional, and behavioral concerns. Roving Substitutes will be provided to support teachers attending meetings.
- 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 into ATLAS Engagement Tool 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.
- 13. Monthly Suspension, Chronic Absenteeism Data from DPI

Owner(s):

- 1. Principal-Classroom Management Plans-Turn in August
- 2. CCT Chair/Principal Meetings Monthly
- 3. TST Team
- 4. School Psych
- 5. Co-Administrator/CCT Chair will monitor and Post on Data Wall
- 6. Office Asst.
- 7. RP Counselor
- 8. Co-Admin will organize SST Monthly Meetings and RSP teacher will organize IEP meetings
- 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
- 13. Principal/VP/DPI

Timeline:

- 1. August
- 2. Monthly
- 3. 2X per Month
- 4. Monthly
- 5. Quarterly
- 6. Weekly
- 7. Weekly
- 8. Monthly
- 9. Quarterly
- 10. Quarterly
- 11. Quarterly
- 12. Monthly
- 13. Monthly

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 Circles, Olweus, Second Step Lessons, Classroom Management Plans, CHAMPS, Parent Call/Conferences, Classroom Contracts as needed, Instructional Coach support...

Tier II: Classroom Student Behavior Plans, Targeted Support team (TST) that provides targeted small group intervention as needed by Tier 2 IS, RP Counselor support with individual and group support and/or Instructional Coach support.

Tier III: Student Success Team (SST) problem solving team that provides individualized interventions (ex. Moderate Behavior Support Plan). Tier III Counseling Support with Social Worker for intensive supports with grief, Suicidal ideations...

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 to support connections to school: contracts for certificated and classified staff.
- Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules and School rules posted in classrooms and around the school.
- Character Trait and Growth Mindset Monthly Focus incorporated 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.
- Citizenship Award's Certificate for students that model good character at quarterly Award's Assembly
- Chaplain Mentor 1st Grade Classrooms as available
- School-wide Incentives: I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines.

- Classroom Goal Setting for Behaviors and Academics
- Quarterly Reward for Attendance, Behavior, Effort/Academics; vendors include Fun Works, Kona Ice, Reptile Ron.....
- 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, Fun Works family events, Paint Nights, Movie Nights with PLCs participating at minimum one event per year.
- Behavior expectations for Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria
- 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. Local mileage.
- Tier 2 Intervention specialist will provide social skills support to students as identified through the TST team.
- 1 Fulltime and 1 part-time Social Worker to support our students with mental health needs as well as group work and activities to engage them in school.
- Student Incentives to support student progress in academics and behaviors, certificates, prizes, food, t-shirts, etc.

Monthly DPI Chronic Absenteeism, Suspension Data and Student Surveys Shows a Positive Change:

- **Chronic Absenteeism** March 2024 Data **20.9% Decreased-6.9%** from last school year.
- **Suspension Rate** March 2024 Data **1.0% Decreased -78.6%** percent change from last school year.
- **Student Panorama Survey Data Spring 2024** 4 Domains being **86%-93% favorable**. Student Data has been steady at these percentages for the last 4-5 years. Our positive Student Data overall has shown the supports, activities, and engagement for students has been positive for students.

***One domain School Environment is at 74%.** The CCT team will be working on this area to help increase and support students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Mayfair had No ELs in Red for Chronic Absenteeism or Suspension Rates

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Special Recognition of EL Reclassified students at Award's Assemblies
- Reclassified students monitored quarterly.
- ELs will be recognized when meeting quarterly goals.
- Goal 2 Activities
- Tiered Level of Supports
- End of year celebration for all reclassified students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Suspensions: Hispanic Student group had the highest suspension rate which was 0% for first semester.

During the first semester we had 0% suspensions for Hispanic student group which shows our actions are working to support Hispanics and all our student groups.

Over 70% of our student population is Hispanic, and because of the low suspension rate, we will continue the following actions below.

Mayfair demonstrated a .6% decrease in suspensions from 2022/23 to 2023/24. Implementation of the following practices will support in continuing to reduce our suspension rate:

2. Using Title I funds Only: What are the planned expenses to support this student group?

- Mayfair Funded School Social Worker 2.5 days per week to support increasing student engagement with student and family activities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Student Incentives will be funded for meeting goals such as, pizza, prizes, ice-cream...
- Teaching Fellows to support students in ELA that need reading skills and concepts. 4 funded by Mayfair & 2 funded by McLane Region Literacy Plan.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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 CHAMPS, OLWEUS, weekly Class Circles and Second Step meetings, Morning Meetings at least once a week, CHAMPS implemented school wide.
- Welcome Back assembly at the beginning of each semester that include school rules.
- School wide procedures and behavior expectations established and implemented.
- Quarterly celebrations that include local vendors including but not limited to Fantastic Fry Guy, Reptile Ron, Wild Child Adventures, Kona Ice... to reward academics, attendance, and effort.
- CCT team meets monthly to monitor areas of focus with data on behaviors/referrals to identify resource inequities or other key factors that contributed to the disproportionality of low performing student groups as it relates to this goal.
- CCT will also focus on activities to build community with staff and students.
- **TST:** Tier 2 Intervention Specialist, Social Worker, RP Counselor, School Psychologist, RSP Teacher, Principal, and Instructional Coach supports students and teachers. The team uses data to discuss which Tier level of support a student is needing. The student is monitored and released from support, or continues with support, or moves up a Tier level of more intense supports as needed.
- TST meets bi-weekly to monitor student behaviors, social emotional needs, and attendance in order to provide actions of support as needed.
- School-Wide incentives for "I Got Caught", Golden Tickets, Student of the Month recognition and assemblies with pizza, certificates, and prizes with a focus on Character Traits and Growth Mindset
- Roving sub provided for monthly SSTs/IEPs meetings that provide students with academics, social/emotional, and/or behavioral concerns.
- Referral process and levels of misbehavior implemented. Behavioral binder to support teachers with T2 misbehaviors.
- TSA and Academic Coach to observe and support teachers with classroom management as needed.
- Mustang Corral in each classroom to include Guidelines for Success, School Rules, Anti-Bullying Rules, Mayfair school mission and vision statement.
- School spirit items: spirit shirts, memorabilia to increase school connectedness and belonging.
- School-wide events to increase student connectedness and belonging to school and community.

Action 2

Title: Decrease Chronic Absenteeism & Improve Attendance

Action Details:

Mayfair Elementary will decrease the percent of 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, Parent Square, meeting notices/reminders, teacher communication apps, and marquee updates will be used to develop greater parent attendance at school sponsored events resulting in increased parent involvement.

By June 2025, the percentage of students who are chronically absent will decrease from 23.1% to 19%.

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

Explain the Progress Monitoring and data used for this Action

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

- 1. Power BI to monitor chronic absences.
- 2. Office Assistant along with Tier 2 IS will collect data and plan for attendance conferences along with the TST.
- 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 T2 IS/TST and provide incentives for improved attendance, or small group support.
- 4. Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
- 5. OA will coordinate A2A meetings and document parent attendance.
- 6. Tier 2 Intervention 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 through TST will include chronically absent students in order to provide mentoring on attendance and family support.
- 8. ATLAS Engagement data Goal 2 Participation
- 9. Suspension Data of Chronically Absent Students

Owner(s):

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

Timeline:

- 1. Quarterly
- 2. Monthly
- 3. Daily/Weekly
- 4. Daily/Weekly
- 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
- 11. Student Survey-Showing Connected to School Survey

Owner(s):

TST
CCT

Timeline:

Monthly
Monthly

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

- Student Clubs club sponsor 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.
- Class visual to keep track of perfect attendance days, prizes for meeting goals from Amazon, pizza, Grocery stores.
- OATST 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. It would be helpful if teachers helped with this too as available.
- Office Staff will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
- Attendance clerk will coordinate A2A meetings and document parent attendance. Principal/VP will support these meetings as needed.
- Outside vendors to celebrate perfect attendance include but not limited to, Reptile Ron, Kona Ice, Zoo Mobile, Ampersand, etc
- T2IS and HSL will make calls/home visits to families of students with chronic absences.
- TST will develop student focus groups in order to support social/emotional needs, behaviors and attendance.
- 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... Funded School Social Worker will support with this
- School-wide events; Red Ribbon Week, Read Across Mayfair, Birthday, Book Fair, Pastries with Parents, Winter & Spring Programs
- Fun Works to help in celebrations for behaviors, academics, evening family events.
- Social Worker 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.
- TST focuses strategic supports for students needing social/emotional support.

- Quarterly Perfect Attendance Awards for students during awards ceremony; prizes for students with perfect attendance such as pencils, medals, trophies, dog tags, etc.; Including FUSD vendors such as, but not limited to Reptile Ron, Discovery Center, Roller Skating, jump houses, 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.
- Beautification of school, including signage, banners, etc. to increase school connectedness.
- Student incentives for academics, effort, behaviors, attendance; include but not limited to Kona Ice, pizza, Amazon.
- Student spirit gear, including shirts to be provided to all students at the beginning of year and new enrollments to increase sense of belonging.
- Special award for students showing perfect attendance for the year, to be awarded during 4th quarter awards assembly, prizes can include medals, shirts, plaques...
- special event with T2 to host quarterly perfect attendance students; includes games, food, prizes, raffle...

Monthly DPI Chronic Absenteeism & Suspension Data Shows a Positive Change:

- **Chronic Absenteeism** March 2024 Data **20.9% Decreased -6.9%** from last school year.
- **Suspension Rate** March 2024 Data **1.0% Decreased -78.6%** percent change from last school year.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Our student group of English Learners isn't in Red for Chronic Absenteeism

2. Using Title I funds Only: What are the planned expenses to support English learner students?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

N/A

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School Tutoring for EL students that need support with TF/TSA and or Inter-Act Fellow for small group learning funded by District.
- Teacher supplemental contracts for ELPAC Assessors
- 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.
- Rtl = 6 Teaching Fellows (2 Funded by District & 4 Funded by Mayfair), 1 TSA funded by District, 1 Reading Specialist Funded by District Literacy Plan.
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELs during Non-Core blocks.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

We have No student groups in Red for Chronic Absenteeism. We had over 8% decrease in Chronic Absenteeism from 2023 to 2024.

2. Using Title I funds Only: What are the planned expenses to support this student group?

N/A

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

4. As a site: What are planned actions to support this student group? Continue the work we are doing: (Look also at Direct Services Above)

- Attendance clerk will identify students with chronic absenteeism will be identified through ATLAS reports.
- Weekly check-ins with Attendance Clerk or T2 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 attendance clerk or Ts to get to the root of why students are chronically absent; referral to TST team based on need in order to provide resources to family.
- After School Tutoring for EL students that need support with TF/TSA, and or Inter-Act Fellow for small group learning funded by District.
- Teacher supplemental contracts for ELPAC Assessors
- 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-

- Reclassified students will be monitored quarterly on ELLEVATION to ensure that they are mastering the grade level State Standards and prevent potential academic regression.
- EL Progress Monitoring will occur each semester on ELLEVATION to monitor all ELs progress towards reclassification and to ensure the appropriate supports are being provided.
- ELPAC Chat will occur prior to assessment in order to give students information and ways to prepare for ELPAC and to make goals for reclassification.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly, end of year celebration for all reclassified students, includes catering, family invitation.
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL.
-

Ready and CFA data.

- Rtl = 6 Teaching Fellows (2 Funded by District & 4 Funded by Mayfair), 1 TSA funded by District, 1 Reading Specialist Funded by District Literacy Plan.
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELs during Non-Core blocks.
- Reclassified students will be monitored quarterly on ELLEVATION to ensure that they are mastering the grade level State Standards and prevent potential academic regression.
- EL Progress Monitoring will occur each semester on ELLEVATION to monitor all ELs progress towards reclassification and to ensure the appropriate supports are being provided.
- ELPAC Chat will occur prior to assessment in order to give students information and ways to prepare for ELPAC and to make goals for reclassification.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly, end of year celebration for all reclassified students, includes catering, family invitation.
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL.
-

2024-2025 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
G3A1	Sup & Conc	Instruction	Student Incenti			: Student Incentives	10,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2500	School Social Worker split 50/50 with Ewing Elementary	35,797.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2500	School Social Worker split 50/50 with Ewing Elementary	35,797.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Milage	300.00

\$81,894.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	96.44 %	95.7 %	2023-2024	96.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 Survey-Organizational Culture Domain (Mayfair has had over 90% in this area over the last 5 years)

To provide a sense of belonging amongst the staff, Mayfair utilizes a variety of team-building activities to collaborate and share ideas. These teams include Whole School, PLC, ILT, and CCT. We also provide community-building activities in our PLs and Staff Events i.e. potlucks, and celebrations. Shared leadership with our Teams has increased a Sense of Belonging by valuing all voices in decision-making. Our District Staff Survey in our organizational culture domain has shown a steady increase over the years. The following actions will continue to be implemented to increase recruitment and retention of staff that reflects our diverse community:

- Norms for meetings to ensure Respect and Voice of all Staff with our ILT, CCT, PLC
- Processes in place for decision-making with all staff: Anonymous Surveys, ILT, CCT, and PLC feedback.
- Primary and Intermediate TSAs as well as Academic Coach to support PLCs with the planning process and teachers as requested for coaching and student support.
- Staff appreciation events, luncheons, and team-building activities
- PL opportunities/conferences for teacher teams
- Staff "shout-outs" and recognition to celebrate successes.
- Monthly Cultural Celebrations

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

We will continue the actions under #1 to continue our progress in this area.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- We did not implement the Cultural Celebrations to the desired outcome. We will make sure this important work is focused on monthly next school year. Planning time will be offered to staff to support with the planning of cultural celebrations and events to reflect the diversity of our school and community; to include guest speakers, performances, literature, and art to represent various cultures and monthly focus such as Hispanic Heritage

Month, Black History Month, Women's History month, etc.

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 2024/25 SPSA.

- We did not implement the Cultural Celebrations to the desired outcome. We will make sure this important work is focused on monthly next school year. Planning time will be offered to staff to support with the planning of cultural celebrations and events to reflect the diversity of our school and community; to include guest speakers, performances, literature, and art to represent various cultures and monthly focus such as Hispanic Heritage Month, Black History Month, Women's History month, etc.
- Additional funding for staff celebrations.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- SSC Team agreed to these Budget items & Supports:
- Budget Activities coordinator to help coordinate lunchtime and after-school activities.
- Monthly Family Evening Activities
- Monthly Activities during school for students
- Tutoring for Students

2 ELAC:

- ELAC families recommended the following:
- Monthly Family Evening Activities
 - Monthly Activities during school for students
 - Tutoring for Students
 - Celebrating student accomplishments; certificates, medals, t-shirts, trophies
 - Try to get more families to participate in their child's education by coming to meetings
 - offer parent meetings in the morning and after school to accommodate work schedules

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Monthly Treats for Staff by Teams
- More Fieldtrips
- Cultural Celebrations
- Shared Decision Making

Action 1

Title: Building a Collaborative and Inclusive Culture for Staff

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. Communities include whole staff, Professional Learning Communities (PLCs), Instructional Leadership Team (ILT) and the Climate/Culture Team. Opportunities will be given to PLC teams to increase teacher agency through collaborative planning, goal setting, and aligning work with site and district goals.

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

- PLCs will continue to focus on instructional goals with Essential Learning and plan with inclusive teaching practices.
- PLC Agendas uploaded on Teams.
- 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.
- Professional Learning Development during Buyback Days, and Staff PL meetings, focused on district and site goals, Time will be provided for staff to plan and implement learning.
- Classroom technology and programs to support student engagement and learning.
- Schoolwide focus on clarity and success criteria

Owner(s):

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

Timeline:

- Staff Survey 2025 Data
- Student Behavior Data Quarterly-Atlas
- Student Survey 2025 Data

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

- Intentional hiring practices to support our community i.e. diverse staff to match our student population.
- Vertical Articulation across grade levels
- Subs for grade level planning prior to second semester; extra pay contracts for PLC planning prior to start of school year
- Growth Mindset Strategies integrated within lessons.
- PLCs use Common Formative Assessments to monitor and plan for differentiated learning.
- PL with SEL skills and calming and attention focused practices.
- Norms for meetings to ensure Respect and Voice of all Staff with our ILT, CCT, PLC.
- Processes in place for decision making with all staff: Anonymous Surveys, ILT, CCT, PLC Feedback...
- Aligned curriculum that assesses student progress.
- Cultural literacy illustrated in classrooms that support a student-centered learning experience.
- Teachers using a Blended Learning approach with technology to engage students and differentiate learning.
- TSAs and Academic Coach to support PLCs and individual teachers with planning and implementation, intervention.
- Food, incentives provided during daylong meetings, trainings, staff celebrations to increase collaboration and teacher morale.
- Staff spirit gear, including but limited to clothing, school gear, etc. in order to increase school spirit and sense of belonging.
- Monthly celebrations/studies of cultures representing community; Black History Month, Women's History, Hispanic Heritage, Hmong New Year, etc. & LGBTQ+

Staff Panorama Data-90%-94% Favorable for all 7 Domains. For the last 4-5 years the **Staff Survey has maintained** from **90-99% Favorable** in all areas. The activities and supports for staff have shown to be favorable for Staff Retention and a Positive Climate and Culture.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Professional Learning support ELs access to the ELA and Math standards using Academic Language
- After-school tutoring as needed
- Tier 2/3 small group support as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- PL opportunities provided to staff focused on the SEL needs for students.
- After-school support for struggling students identified through RFEP monitoring, LTELs, diagnostic levels
- Sped students will be provided specialized instruction to support their IEP goals with the RSP teacher to

- Integrated and Designated ELD
 - Professional Learning in response to site data from ELPAC, site reclassification goal, i-Ready Diagnostics and SBAC data; student supports planned based on listed data.
 - HSL to provide families support in Spanish at parent meetings and home communication.
- support access to the grade level content standards.
 - RSP teacher will meet weekly with PLC teams for planning for grade-level content.
 - Small Group support by the teacher and Teaching Fellows as needed based on data from CFAs, diagnostic.
 - i-Ready differentiated practice in Reading and Math is provided for all students including ELLs.
 - Integrated and Designated ELD

2024-2025 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	Direct-Food			Food for staff meetings and celebrations	4,000.00
G4A1	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			Professional reading, online materials	3,000.00

\$7,000.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	97.74 %	92.6 %	2023-2024	95.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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 Engagement:

Promote and encourage parent involvement in their child's education to create opportunities for children to develop social, emotional, and academic competencies. **Based on parent surveys family engagement continues to increase yearly.**

Key Factors include:

•

Full-time Social Worker and part-time Social Worker to help families with outside resources and support students as needed.

•

HSL to do home visits and interact daily with families; provide translating both verbally and in writing; plan for and set up for parent meetings including Family Engagement Hour and Parent University, and Weekly Messenger to Parents.

•

Monthly family evening events with Fun Works or other ideas; include materials and supplies to promote family interaction during events.

•

Classified contracts for translators for teacher/parent conferences and throughout the year as needed.

•

Parent Meetings/events promoted through Parent Square, fliers' home, marquee, teacher/school communication platform, bulletin board; Canva, Facebook page, and school website to post announcements.

•

Parent Volunteer luncheon, recognition ceremony with certificates

•

Family activities throughout the year; Pastries with peeps, Winter/Spring Programs, Family Dances...

•

Vendors using POs to support with family engagement, catering, Amazon, Office Depot Monthly Family Heritage Celebrations, Parent (Guest Speakers) can share about their traditions, foods, traditional. clothing.

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 has decreased over the last four years, As of February 2024 Mayfair had an 8.7% decrease. Mayfair Chronic Absenteeism rate is at 21.1%.

We will continue our Actions in #1.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- We did not implement the Cultural Celebrations to the desired outcome. We will make sure this important work is focused on monthly next school year. Planning time will be offered to staff to support with the planning of cultural celebrations and events to reflect the diversity of our school and community; to include guest speakers, performances, literature, and art to represent various cultures and monthly focus such as Hispanic Heritage Month, Black History Month, Women's History month, etc.
- Continue Family Evening Nights such as, Movie Night, Paint Night...

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 2024/25 SPSA.

Cultural Celebrations will be better planned throughout the year with a monthly focus, learned about in classrooms as well as school-wide activities.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div><div>SSC Team agreed to these Budget Items & Supports:</div><div><ul style="list-style-type: none">• Budget Activities coordinator to help coordinate lunchtime and after-school activities.• Monthly Family Evening Activities• Monthly Activities during school for students• Tutoring for Students</div></div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div><div>ELAC families recommended the following:</div><div><ul style="list-style-type: none">• Monthly Family Evening Activities• Monthly Activities during school for students• Tutoring for Students• Celebrating student accomplishments; certificates, medals, t-shirts, trophies• Try to get more families to participate in their child's education by coming to meetings.• offer parent meetings in the morning and after school to accommodate work schedules.</div></div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div><div>Staff Agreed to These Items:</div><div><ul style="list-style-type: none">• Monthly Treats for Staff by assigned teams and Sunshine Committee• More Fieldtrips• Cultural Celebrations• Shared Decision Making</div></div></div>
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Action 1

Title: Opportunities for Parent Engagement

Action Details:

Knowing that parent involvement plays a vital role in children's education, Mayfair will continue to provide inclusive opportunities for our families with school events and activities that encourage parents to engage in their child's education in order to create opportunities for children to develop social, emotional, and academic competencies.

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

Monitoring of parent attendance and participation in the following areas; input in Engagement Tool as needed.

1. Attendance during Parent Engagement Hour, and Parent University sessions to monitor attendance and participation.
2. SSC, ELAC Meetings (Four times a year)
3. Data from Family Climate/Culture Surveys
4. Parent/Teacher Conferences
5. Back to School Night, Title 1 Meeting, Open House
6. Monthly Family events
7. Opportunities for volunteering in the classroom or chaperone
8. Quarterly Assemblies for academics, behavior, attendance, effort
9. Monthly Student of the Month recognition focus on Character Counts and Growth Mindset

Owner(s):

1. HSL
2. Principal/VP
3. VP
4. HSL
5. HSL/VP
6. HSL
7. HSL
8. VP
9. HSL/VP

Timeline:

Ongoing data collection on parent participation rates using various sources:

- Engagement Tool in ATLAS
- Panorama; Survey Responses from Climate/Culture Survey
- Meeting agendas, attendance lists

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

Student Academics/Parent Engagement:

- Quarterly awards assemblies to include academics and attendance student recognition.
- Parent-teacher conferences, ongoing communication with families through teacher communication platform (Parent Square, Class Dojo)
- Monthly SSTs/IEPs with a roving sub to support students with academic and/or social-emotional concerns.
- School-Wide incentives for students following Guidelines for Success, perfect attendance, I Got Caught, Class Lines, improvement in academics and effort.
- Family Foundations Counselor to support identified students with social-emotional needs.
- Parent University Training to support with training on Parenting and supporting students at school with curriculum.
- EL Parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring/ELAC meetings
- HSL to plan for parent meetings and translations as needed.
- Materials and supplies, babysitting, food for parent meetings.

Student-Centered and Real-World Learning:

- Student of the Month with a focus on character competencies and Growth Mindset
- Parent communications weekly with Parent Canva, email, and teacher communication platforms i.e. Parent Square
- Participation of all students in Goal 2 events including opportunities for parent chaperones.

Student/Parent Engagement:

- Increased opportunities in Goal 2 activities K-6th, supplemental contracts for staff to sponsor Goal 2 opportunities.
- POs for events including but not limited to Fun Works and other vendors
- TST team to meet and plan for student support for identified students.
- School-wide events to increase student connectedness to school such as but not limited to Red Ribbon Week, Read Across America; School Clubs/Groups, Field Trips and athletic programs; and school spirit activities/rallies which include student and staff spirit shirts and materials.
- 3:1 positive interaction by staff
- First 10 Days each semester, morning greetings from the teacher; Morning meetings at a minimum of once per week, use of CHAMPS schoolwide, Class Circles, and Second Step lessons

- **Monthly Heritage Celebration** Guest speakers (parents) share about their heritage through food, dress, celebrations etc.

Family Panorama Survey Spring 2024-87%-97% Favorable for all 7 Domains. For the last 5 years our Family Survey has stayed within these percentages. This data shows that our engagement and supports for students and families has been positive.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Special Recognition of EL Reclassified students at Award's Assemblies
- Reclassified students monitored quarterly ELs 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
- HSL to support EL students and families with translations, home visits, and outreach, Bilingual resources for parents.
- HSL to coordinate and calendar Parent University and Family Engagement Hour; topics to include the 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.
- Tier II specialist to work with families struggling with attendance and provide support based on academic and social-emotional needs.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Chronic Absenteeism:

- Tier II Intervention Specialist & TST team will work closely with our OA to monitor and support students with Chronic Absences.
- Incentives will be used to encourage attendance improvement, for example, Attendance Flags and Attendance Form to win prizes.
- Student attendance meetings to occur with office assistant 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 the family.
- The TST team will provide social skills support to students as identified.
- Tier 3 Counseling support for students as identified through the TST or SST process.

2024-2025 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	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for family engagement **No food or incentives**	7,644.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,050.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			Food services for parent meetings	3,000.00

\$11,694.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0325 Mayfair Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention	28,919.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs provided for PLC planning days, IEPs, SSTs, classroom/school observations	23,888.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Contracts	24,520.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	87,550.00
G1A1	Sup & Conc	Instruction	Travel			: Conferences, travel, professional development for staff	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Printed Resources to support student learning	3,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Admin Sub for coverage	2,389.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention	36,521.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Maintenance and upkeep of school technology	3,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	22,068.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	25,261.00
G1A3	LCFF: EL	Instruction	Off Eq Lease			Copier Maintenance	3,000.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental	19,697.00
G3A1	Sup & Conc	Instruction	Student Incenti			: Student Incentives	10,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2500	School Social Worker split 50/50 with Ewing Elementary	35,797.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2500	School Social Worker split 50/50 with Ewing Elementary	35,797.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Milage	300.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food for staff meetings and celebrations	4,000.00
G4A1	LCFF: EL	Instructional Library, Media & Te	Bks & Ref			Professional reading, online materials	3,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for family engagement **No food or incentives**	7,644.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,050.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			Food services for parent meetings	3,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,360.00
Sup & Conc	7090	\$225,841.00
LCFF: EL	7091	\$97,200.00
Grand Total		\$395,401.00

\$395,401.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$275,116.00
G2 - Expand student-centered and real-world learning experiences	\$19,697.00
G3 - Increase student engagement in their school and community	\$81,894.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,694.00
Grand Total	\$395,401.00