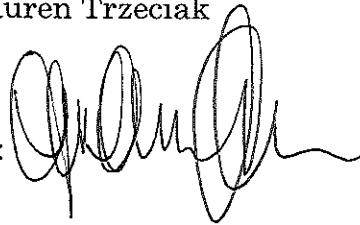


Ayer Elementary

10621666006068

Principal's Name: Lauren Trzeciak

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Lauren Trzeciak', written over the 'Principal's Signature:' label.

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

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

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 - Lauren Trzeciak	X				
2. Chairperson – Claudia Brown				X	
3. Claudia Jaramillo				X	
4. Lori Perez				X	
5. Michelle Dungan		X			
6. Celia Lopez		X			
7. Jaiden Warner		X			
8. Raquel Quinonez			X		
9. Salvador Lucatero			X		
10. Alanna Cha			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Ayer Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lauren Trzeciak	Lauren A Trzeciak	April 4, 2024
SSC Chairperson	Claudia Brown	Claudia Brown	April 4, 2024

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

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$67,770 *
7090	LCFF Supplemental & Concentration	\$212,433
7091	LCFF for English Learners	\$49,248

TOTAL 2024/25 ON-SITE ALLOCATION

\$329,451

* 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	\$2,008
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Remaining Title I funds are at the discretion of the School Site Council	\$65,762
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Total Title I Allocation	\$67,770
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Ayer 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
SBAC ELA - Average distance from standard	✓	0 pts	-53.9 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	23.73 %	26.6 %	2023-2024	27.7 %
SBAC Math - Average distance from standard	✓	0 pts	-65.9 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	17.91 %	25.6 %	2023-2024	26.7 %

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.

SBAC ELA

Key factors that contributed to the performance outcomes for SBAC ELA include:

- Site funded professional learning days for all Grade Level teachers to build their capacity to intentionally plan GVC units together and assess student interim data.
- Utilizing district resource "Learning by Doing" to revamp site PLC's through Administration lead Professional Learning sessions around creating and assessing student data for all grade-level meetings to help promote student content mastery.
- Analyzing administration IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Using weekly Grade-Level Professional Learning Community meetings to debrief with Teachers, Administrators, TSA (if allocated) and occasionally Academic Coach over Literacy student data to assess which students benefit from Teaching Fellows tutoring.
- Implementing site testing assemblies and goal setting for staff and students promoting knowledge to student around SBAC and iReady testing to change site testing culture.

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

SBAC ELA

Strategies to accelerate and support learning of Students with Disabilities, English Language Learners and African American Students.

SBAC ELA

- 1-to-1 student computers utilizing online district approved resources (Ooka Island, i-Ready). The use of computers allows teachers to pull student groups and be intentional with strategies for their interventions.
- 100% of all teachers have tablets where students can utilize grade-level curriculum for accelerated materials if they are finished with a task before their peers.
- Grade Level PLC time is used for Teachers, Administrator, TSA (if allocated) and at certain times Academic Coach to discuss CFA and target students for interventions.

1. African American- (7.69% Proficient)
2. Hispanic- (21.7% Proficient)
3. Asian- (24.5% Proficient)

- Administrative support of ILT,CCT, PLCs and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching.
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Pastries with Principal and ClassDojo.
- Tier 1 and Tier 2 instructional support through California Teaching Fellows.
- Utilization of board adopted GVC for Autism Behavior Classes (UNIQUE, Writing Without Tears, STAR, etc).
- Special Education, General Education teachers, Administration and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST Meetings and TST meetings.

SBAC Mathematics

Key factors that contributed to the performance outcomes for SBAC Mathematics include:

- Weekly Professional Learning/PLC meetings between Teachers, Administration and Academic Coach discussing interventions, re-teaching and next steps for student growth by assessing CFA data.
- Analyzing administration IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Utilizing district resource "PLC+" to revamp site PLC's through Admin lead Professional Learning sessions around creating and assessing student data for all department meetings to help promote student content mastery.
- Implementing site testing assemblies and goal setting for staff and students promoting knowledge to student around SBAC and iReady testing to change site testing culture.
- Site funded professional learning days for all grade level teachers to help build their capacity to intentionally plan GVC units together and assess student iReady data.
- Administrative support of ILT,CCT, PLCs and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching.
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Pastries with Principal and ClassDojo.
- Tier 1 and Tier 2 instructional support through California Teaching Fellows.
- Special Education, General Education teachers, Administration and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST Meetings and TST meetings.
- Utilization of board adopted GVC for Autism Behavior Classes (UNIQUE, Typing Without Tears, etc) and specialized curriculum (Touch Math).

Need for differentiated support strategies for all students in Literacy and Mathematics.

- Grade-Level PLC meetings to address targeted instruction for students who meet standards in their classes.
- Additional incentives besides academic awards, for all classes/school site to promote student success.
- Continue as an administrative team addressing IPG data targeting Tenet 2 Challenging Content and Tenet 3.
- Student Ownership to assess rigor of GVC to help pivot instructional practices for students meeting standards.

4. **White- (36.4% Proficient)**
5. **EL Students- (11.8% Proficient)**
6. **Students with Disabilities- (1.4% Proficient)**

SBAC Mathematics

- 100% of our teachers have tablets where students can utilize GoMath for accelerated materials if they are finished with a task before their peers, there remedial questions to help support students struggling with material and need it re-taught.
- Grade-Level PLC time is used for Teachers, Administrator, TSA (if allocated) and at certain times Academic Coach to discuss CFA and target students for intervention lessons so students are able to receive immediate re-teaching on the material they are struggling with.

Ayer saw an INCREASE in all student groups on 2022-2023 SBAC Results

1. **African American- (11.54% Proficient)**
2. **Hispanic- (22.5% Proficient)**
3. **Asian- (34.5% Proficient)**
4. **White- (27.3% Proficient)**
5. **EL Students- (14.7% Proficient)**
6. **Students with Disabilities- (6.67% Proficient)**

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).

- Inconsistent staffing of teaching fellows and paraprofessionals.
- Incentives were not utilized effectively due to inconsistent criteria for success.
- Substitutes to support instruction- Effective will continue next year
- Supplemental contracts- Effective will continue next year
- Technology, books, materials and supplies - Effective will continue next year
- Transportation for students- Effective will continue next year
- Communication services and materials to support parent involvement- Effective will continue next year
- Home School Liaison- Effective will continue next year
- Resource Counseling Assistant- will continue next year
- TSA- If allocation is funded through Regional Literacy Funds.
- Reading Specialist- If allocation is funded through Regional Literacy Funds.

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.

- Site will be more intentional breaking down and monitoring disproportionality among all student subgroups by targeted MTSS interventions at Ayer Elementary School.
- Articulated professional learning developed collectively with the Instructional Leadership Team (ILT) and Climate and Culture Team (CCT). Ayer will continue to focus on Tier 1 and Tier 2 best practices for literacy and mathematics.
 - Refresh of student and staff devices to support instruction.
 - Development of grade level norms on the implementation and scheduling of Common Formative Assessments (CFAs) with the utilization of data to support the instructional moves for all students, especially our focus student groups (English Language Learners, Students with Disabilities and our African American Students).

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><p>SSC met as a team in December, January, February and again in March to complete a needs assessment. Team made the following recommendations:</p><ul style="list-style-type: none">• Additional support in reading intervention block within classroom time with the support of teaching fellows.• Tutorials (remediation)• Technology• Student incentives• More celebration of academic success (Academic Awards)</div>	<div><div>2</div><div>ELAC:</div></div> <div><p>ELAC completed a needs assessment in January and February regarding next steps for the 2024-2025 school year.</p><ul style="list-style-type: none">• Tutorial support• BIAs• Parent workshops (Parent University, Coffee Hour)• ELPAC assessors</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Staff met to discuss feedback on SPSA in December, January and February. ILT team brought feedback from grade level team to discuss for the 2024-2025 school year. Recommendations included:</p><ul style="list-style-type: none">• Increased classroom support for K-2 with a focus on Foundational Skills and reading.• Technology• Professional learning opportunities• Tutorial improvements</div>
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- Parent University/Coffee Hour meetings

- More support staff (BIAs, paraprofessionals)
- More analysis of SBAC questions; incorporate into regular assessment practices. (IAB and FIAB).

Action 1

Title: Comprehensive TK-6 Literacy Program

Action Details:

Ayer Elementary TK will focus on implementation of the district adopted curriculum, with the adding of the Haggerty that focuses on Phonological Awareness. Grades K-3 will continue to utilize our district GVC to build on our student's literacy skills. Our focus will remain on Foundational Skills. Grades 4-6 will continue to focus on the fidelity of the Wonders Curriculum with a focus on comprehension of texts and standard based writing skills. All instruction will include challenging content and employ questions and tasks both oral and written, that integrate reading, writing, listening and speaking standards in service of English Language Development (ELD). A multi-tiered system of support will be developed and implemented to improve ELA/Literacy instruction at **Tier 1, Tier 2 and Tier 3 intervention** and enrichment to ensure that all students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by the teachers. California Teaching Fellows will push in to help support Tier 1 instruction in the classroom. **Professional learning developed in collaboration with Instructional Leadership Team (ILT) and administration will focus on improving Tier 1 instructional strategies.**

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

Grades TK-6 Common Formative Assessments (CFAs)

Owner(s):

- Teachers
- Professional Learning Communities (PLC)
- Administration

Timeline:

Developed by PLCs

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

Grades 3-6 Interim Assessment Blocks (IAB) & FIABs

Owner(s):

- Teachers
- Professional Learning Communities (PLC)
- Administration

Timeline:

Quarterly

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

Grades 1-2 Wonders Phonological and Phonemic Awareness Assessments

Owner(s):

- Teachers
- Professional Learning Communities (PLC)
- Administration

Timeline:

Quarterly for students that are below grade-level on i-Ready diagnostic.

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

State and District Assessments

Owner(s):

- Teachers
- Professional Learning Communities (PLC)
- Administration
- Instructional Leadership Team (ILT)
- Academic Coach

Timeline:

As per District schedule

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

Professional Learning Communities- Ayer PLC teams will continue their work around clarifying the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to gain clarity and develop a criteria for success around quality of student work. PLC teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to improve and provide vital information to fuel their system of intervention through RTI and enrichment of instruction.

Tier 1

- Teachers will provide multiple research-based strategies integrated aligned to the California Common Core standards and Instructional Practice Guide using district GVC.
- Teachers will ensure all English Learners receive daily integrated ELD that aligns with students' English Language proficiency level.
- Teachers and administrators will use the Professional Learning Community (PLC) model to analyze student work, plan instruction and design Tier 1 learning opportunities.
- Classroom materials and supplies will be purchased to support literacy in all subject areas such as notebooks, graphics, Wonders manipulatives, printing (RICOH), whiteboards, texts and consumables (poster paper, markers, crayons, paper, etc.)
- Technology will be purchased, repaired and replaced to support academic programs.
- Academic Awards and incentive programs will be used to recognize students for their growth and achievements.
- California Teaching Fellows to support Tier 1 instruction.
- Ongoing analysis of academic progress of student groups such as English Learners (EL), African American students, Students with Disabilities (SWDs), Homeless Youth, and Foster Youth will be monitored to ensure equity and access.
- Substitute release time for certificated staff will be used for PL, SMART Goal planning 3x per year, monthly IEP meeting days, attending professional learning, and student study team (SST) meetings.
- Purchasing of material and supplies to support instruction.
- Ricoh equipment lease to support instruction through printing and copies.
- Professional Learning through Regional work of Disciplinary Literacy schoolwide

Tier 2

- All staff will include a 30 minute block of time in their instructional schedules to provide intervention to students and ensure all English Learners receive daily designated ELD that aligns with students' English Language proficiency level.
- All teachers will utilize technology to provide individualized instruction for students using Wonders online components, i-Ready lessons, and other district online programs.
- Teachers and administrators will use the Professional Learning Community (PLC) model to analyze student work, plan instruction and design Tier 2 differentiated learning opportunities.
- Certificated staff will be provided additional compensation for afterschool intervention and tutoring to support student success.
- Targeted Support Team (TST) will identify students that are not making adequate progress and provide teachers with recommendations and next steps for student support.
- Administration in collaboration with Instructional Lead Teachers (ILT) will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.

Tier 3

- The Student Support Team (SST) will be utilized to identify individual students that are not making adequate progress in Tier 1 and Tier 2 and provide recommendations and next steps to support individual students.
- Academic support will be provided to Resource Specialty Program (RSP) teachers with push in and pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, California Teaching Fellows and Academic Coach.

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.

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

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.

- In 2022-2023: 44% of EL students at Ayer were making progress towards English Proficiency and school was in the RED zone
- As of 2023, There has been an **INCREASE** by 25.5 points and Ayer is now in the **YELLOW**

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

1. With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPAC progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
2. In the 2024-2025 school year, Ayer plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

With 7090 or 7091 funds we plan to support our EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.

This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

- English Language Learner (ELL) student group data will be analyzed during PLCs to address student learning needs.
- Designated and integrated ELD instruction will be provided daily.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students and their families for reclassification.
- Supplemental contracts for ELPAC assessors will be utilized.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier 1, Tier 2 and Tier 3 for ELLs.

1. Identify the Student Group in Red and all the areas they are identified in.

2022-2023 ALL areas improved and moved to YELLOW

- African American- (7.69% Proficient)
- Hispanic- (21.7% Proficient)
- Asian- (24.5% Proficient)
- White- (36.4% Proficient)
- EL Students- (11.8% Proficient)
- Students with Disabilities- (1.4% Proficient)

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

With Title I funds we continue to support our targeted student groups by:

- Site funded professional learning days for all Grade Level teachers to build their capacity to intentionally plan GVC units together and assess student interim data.
- Utilizing district resource "Learning by Doing" to revamp site PLC's through Administration lead Professional Learning sessions around creating and assessing student data for all grade-level meetings to help promote student content mastery.
- Analyzing administration IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Using weekly Grade-Level Professional Learning Community meetings to debrief with Teachers, Administrators, TSA (if allocated) and occasionally Academic Coach over Literacy student data to assess which students benefit from Teaching Fellows tutoring.
- Implementing site testing assemblies and goal setting for staff and students promoting knowledge to student around SBAC and iReady testing to change site testing culture.
- Administrative support of ILT, CCT, PLCs and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching.
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Pastries with Principal and ClassDojo.
- Tier 1 and Tier 2 instructional support through California Teaching Fellows.
- Utilization of board adopted GVC for Autism Behavior Classes (UNIQUE, Writing Without Tears, STAR, etc).
- Special Education, General Education teachers, Administration and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST Meetings and TST meetings.

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

With 7090 or 7091 funds we plan to support our student groups by continuing our communication with parents/guardians through holding Parent Coffee Hour Meetings, Parent-Student Conferences, and Data tracking by student's teachers.

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

- Data chats will be implemented 3 times per academic year through PLCs to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses and data chats.
- Small group instruction for identified students will be provided to develop foundational reading skills.
- Teacher assigned i-Ready online instruction to focus on student need.
- PLCs will work with grade-aligned Autism teachers and other support staff to identify best practices and plans to help improve student outcomes.
- Students with disabilities will receive small group or individual instruction as per their IEPs identified by

- their case managers.
- After school intervention and tutorials will be provided based on student needs.

Action 2

Title: Continuous Improvement in Mathematics

Action Details:

Ayer Elementary will implement math instruction to reflect coherence and rigor with learning opportunities and intervention rooted in conceptual understanding of mathematics, problem-solving, and real-life application. All teachers will continue fidelity of implementation of the Guaranteed Viable Curriculum (GVC) GoMath to plan and refine Tier 1 and Tier 2 instruction. All teachers' lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigation, and tasks. A systematic multi-tiered system of support will be implemented to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by classroom teachers. California Teaching Fellows or Moreno Institute, will support small group Tier 1 instruction in assigned classrooms (if funding allows).

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

District and State Assessments

Owner(s):

- Teachers
- Professional Learning Communities (PLCs)
- Instructional Leadership Team (ILT)
- Administration
- Academic Coach

Timeline:

District Calendar

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

Grades TK-6 Common Formative Assessments (CFAs)

Owner(s):

- Teachers
- Professional Learning Communities (PLC)

Timeline:

Directed by the PLC team

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

Grades 3-6 IABs / FIABs

Owner(s):

- Teachers
- PLCs

Timeline:

Quarterly

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

Professional Learning Communities- Ayer PLC teams will continue their work around clarifying the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to gain clarity and develop a criteria for success around quality of student work. PLC teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to provide vital information to fuel their system of intervention through RTI and enrichment of instruction.

Tier 1

- All Teachers will implement the district adopted GVC GoMath and provide multiple research-based strategies integrated within math instruction aligned to the California Common Core standard and IPG around "Student Ownership" and "Grade Level Content & Rigor."
- Teachers and administrators will use the Professional Learning Communities (PLC) model to analyze student work, plan instruction, and design Tier 1 learning opportunities.
- California Teaching Fellows or Moreno Institute will support small group Tier 1 instruction (2 Fellows per grade level) and as assigned (1 additional Fellow) if funding allows.
- Classroom materials and supplies will be purchased to support math instruction such as but not limited to notebooks, graphics, manipulatives, printing (RICOH Copy Lease for classrooms printing), whiteboards, texts, and consumables (poster paper, markers, crayons, paper, etc.)
- Technology will be purchased, repaired, replaced to support the academic program.
- Academic award and incentive program will be used to recognize students for their growth and achievement.
- On-going analysis of academic progress of student groups such as but not limited to EL (English Learners), African American/Black students, SWDs (students with disabilities/varying abilities), homeless youth, and foster Youth, will be monitored to ensure equity and access.
- Home School Liaison (HSL) will assist teachers as needed with translations and communication with parents on student needs, parent participation, and IEP and SST meetings.
- Substitute release time for certificated staff will be used to plan instruction, attend PL, observe peers, attend ILT, and SSTs.
- Administrators and teachers will analyze site, district, and state assessment results to adjust instruction to meet student needs.
- Purchase of student and staff devices to support instruction.
- Funds to support graphics development for communication about instruction.

Tier 2

- Teachers and administrators will use the Professional Learning Communities (PLC) model to analyze student work, plan instruction, and design Tier 2 differentiated learning opportunities.
- All teachers will include a daily 30 minute block of time in their daily instructional schedule to provide intervention to students.
- All teachers will utilize technology to provide individualized instruction for students utilizing GoMath online components, i-Ready lessons, and other district provided online programs.
- Certificated staff will be provided additional compensation for afterschool intervention and tutoring to support student success.
- The Targeted Support Team (TST) will identify students that are not making adequate progress and provide teachers with recommendations and next steps for student support.
- Administrators in collaboration with the ILT will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- Substitute release for SST and 504 monthly meetings.
- Funds to support travel and conference for Professional Development for teachers and administrators.

Tier 3

- The Student Success Team (SST) will be utilized to identify individual students that are not making adequate progress in Tier I and Tier II and provide recommendations and next steps to support individual students.
- Teachers will ensure all Newcomer English Learners receive additional appropriate language support for English language development.
- Academic support will be provided by Resource Specialty Program (RSP) teachers with push in and pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, CA Teaching Fellows and Academic Coach.

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.

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

1. With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPAC progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
2. In the 2024-2025 school year, Ayer plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

With Title I funds we continue to support our EL students by:

- Reclassified students will be invited to a Reclassification Breakfast, along with their family, to celebrate

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.

Ayer saw an INCREASE in all student groups on 2022-2023 SBAC Results

1. African American- (11.54% Proficient)
2. Hispanic- (22.5% Proficient)
3. Asian- (34.5% Proficient)
4. White- (27.3% Proficient)
5. EL Students- (14.7% Proficient)
6. Students with Disabilities- (6.67% Proficient)

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

With Title I funds we continue to support our targeted student groups by:

their reclassification. APO and Direct Food Services contracts will be used to provide food, refreshments, and supplies.

- Opportunities for parent engagement through ELAC, Pastries with Principals, PTA meetings, and other learning opportunities.
- Designated ELD time calendared in grade level lesson plans to ensure fidelity of EL instruction aside from integrated ELD.
- After School Program to implement a tutoring class focused on language and vocabulary development.
- Headphones and technology for students and staff members supporting our sites with ELPAC assessments.
- Supplemental contracts for external ELPAC assessors for annual ELPAC assessments for grades TK-6.
- Incentives for EL learners to help promote growth and goal achievement.
- Goal setting chats with EL learners toward reclassification.
- EL data will be analyzed during Professional Learning Communities (PLCs) to determine areas of misconceptions and learning gaps for opportunities for reteaching.
- Home School Liaison (HSL) will support with translation and communication with EL student families.

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

With 7090 or 7091 funds we plan to support EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.

This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLlevation data tracking by student's teachers, Redesignation Celebration.

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

- ELL student group data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily with a focus on domain specific vocabulary and strategies appropriate for mathematics instruction.
- Quarterly monitoring of ELL achievement.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP).
- Goal setting chats with ELL students toward reclassification.
- EL afterschool intervention will be provided based upon student needs.
- Professional learning for teachers will be provided to review ELPAC requirements and procedures, ELD best practices, and strategies to improve Tier I, Tier II, and Tier III for ELLs.

- Weekly Professional Learning/PLC meetings between Teachers, Administration and Academic Coach discussing interventions, re-teaching and next steps for student growth by assessing CFA data.
- Analyzing administration IPG data targeting Tenet 2 Challenging Content and Tenet 3 Student Ownership to assess rigor of GVC to help pivot instructional practices.
- Utilizing district resource "PLC+" to revamp site PLC's through Admin lead Professional Learning sessions around creating and assessing student data for all department meetings to help promote student content mastery.
- Implementing site testing assemblies and goal setting for staff and students promoting knowledge to student around SBAC and iReady testing to change site testing culture.
- Site funded professional learning days for all grade level teachers to help build their capacity to intentionally plan GVC units together and assess student iReady data.
- Administrative support of ILT, CCT, PLCs and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching.
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Pastries with Principal and ClassDojo.
- Tier 1 and Tier 2 instructional support through California Teaching Fellows.
- Special Education, General Education teachers, Administration and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST Meetings and TST meetings.
- Utilization of board adopted GVC for Autism Behavior Classes (UNIQUE, Typing Without Tears, etc) and specialized curriculum (Touch Math).

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

With 7090 or 7091 funds we plan to support our student groups by Parent Coffee Hour Meetings, Parent-Student Conferences, and Data tracking by student's 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

- Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low achieving student groups.
- Small group instruction for identified students will be provided to develop student basic operations skill and other pre-requisite skills as identified per assessments.
- Teacher assigned i-Ready online instruction to focus on student need.
- Professional learning will address identifying the problem of practice, responses, and data chats.
- Student with Disabilities will receive small group or individualized instruction as per IEPs from IEP identified service providers.
- Afterschool intervention and tutorial will be provided based upon student needs.

Action 3

Title: English Learner (EL) Support

Action Details:

Ayer Elementary will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the ELA/ELD Frameworks, Common Core State Standards (CCSS), and district-adopted

curriculum (Wonders). Our focus is increasing redesignation and proficiency levels with a goal of reclassification. Ayer will continue to lead the work with providing positive and culturally responsive learning environments, fostering structures for engaging all students in academic conversations, and continuing collaboration with English Language Learner Services, Academic Coach, staff, parents of EL learners, and administration in order to meet the needs of our EL population.

Reclassifications by Year:

2021-2022: 4 students, 21.1% reclassification rate

2022-2023: 9 students, 47.4% reclassification rate

2023-2024: 4 students, 21.1% reclassification rate

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
ELPAC data from 2023-2024 school year will be sourced to identify student scores and redesignation rate. Teachers will be provided with training for designated and integrated ELD, identifying EL levels of students in their classroom through ELlevation, and strategies for engaging students in academic conversations through the ELA/ELD Frameworks. All EL students will engage in individual Goal-Setting conference with classroom teachers at the beginning of each semester for individual student conference. An EL Student Data Chat form will be printed from ELlevation which will include previous year's ELPAC overall and domain scores, standardized test results from iReady, and signature lines for accountability.

Owner(s):
Teachers
Students
Communication with EL Services

Timeline:
Ongoing, Semester 1 and Semester 2

Details: Explain the data which will specifically monitor progress toward each indicator target
We will have an After School Program focused on supporting ELs with tutoring EL literacy needs. After School Program will plan, promote, and implement literacy-focused challenges to encourage literacy improvement. EL students will have priority after school support (tutoring).

Owner(s):
After School Coordinator

Timeline:
Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target
The development of an English Learner Review Team (ELRT) to meet each semester to review relevant data looking specifically at achievement data for English Learners such as recent ELPAC scores, student progress, and school progress. ELRT will consist of teachers, Home School Liaison (Spanish), academic coach, and administration. ELRT teachers will consist of one teacher from each grade level. We will work closely with EL Services to identify support to build a strong ELRT. ELRT will utilize data to create and monitor action plans. Subs will be made available so teachers can attend, if needed. Supplemental contracts will be provided for teachers. A PO and Direct Food Services contracts may be used to provide food and refreshments for those meetings.

Owner(s):
Teachers
HSL (Spanish)
Administrators
Academic Coach
Collaboration with EL Services

Timeline:
Ongoing, Semester 1, Semester 2

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
English Learners will continue to receive daily lessons around the requirements of the ELD/ELD standards at students' proficiency levels.
Teachers will receive Professional Learning and gain clarity around the requirements and the instructions of the ELD standards.

All Ayer English Learners will receive ELD and integrated ELD instruction utilizing Wonders curriculum.

EL students will be monitored on all grade level CFAs and other relevant assessments.

Purchase of materials and supplies to support instruction.

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.

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

- Home School Liaison (HSL) will support with translation and communication with EL student families.
- Primary language translation of informational materials for clubs, activities and events on campus.
- EL student participation will be monitored and tracked by Climate and Culture Team (CCT) and Administrative Team to ensure all students are connected on campus.

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

- English Learners will continue to receive daily lessons around the requirements of the ELD at students' proficiency levels.
- Teachers will receive Professional Learning and gain clarity around the requirements and the instructions of the ELD standards.
- All Ayer English Learners will receive ELD and integrated ELD instruction utilizing Wonders curriculum.
- EL students will be monitored on all grade level CFAs and other relevant assessments.
- Data will be analyzed by ELRT to identify misconceptions, and plan specific actions to improve outcomes for EL students. (Purchase of materials and supplies to support instruction).

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

With 7090 or 7091 funds we plan to support EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.

This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

- Redclassified students will be invited to a Reclassification Breakfast, along with their family, to celebrate their reclassification. APO and Direct Food Services contracts will be used to provide food, refreshments, and supplies.
- Opportunities for parent engagement through ELAC, Pastries with Principals, PTA meetings, and other learning opportunities.
- Designated ELD time calendared in grade level lesson plans to ensure fidelity of EL instruction aside from integrated ELD.
- After School Program to implement a tutoring class focused on language and vocabulary development.
- Headphones and technology for students and staff members supporting our sites with ELPAC assessments.
- Supplemental contracts for external ELPAC assessors for annual ELPAC assessments for grades TK-6.
- Incentives for EL learners to help promote growth and goal achievement.
- Goal setting chats with EL learners toward reclassification.

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

- Small group instruction for identified students will be provided to develop foundational reading skills.
- Teacher assigned iReady online instruction to focus on student need.
- PLCs will work with grade-aligned Autism teachers and other support staff to identify best practices and plans to help improve student outcomes.
- Students with disabilities will receive small group or individual instruction as per their IEPs identified by their case managers.
- After school intervention and tutorials will be provided based on student needs.

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

With 7090 or 7091 funds we plan to support our student groups by This includes Parent Coffee Hour Meetings, Parent-Student Conferences, and data tracking by student's teachers.

3. 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

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American/Black, Asian, Hispanic, English Learners, and Students with Disabilities(SWD)).

- Teaching Fellows, under the supervision and guidance of the Academic Coach, will provide additional classroom supports, allowing intervention to be provided to identified EL students, foster, and SWD.
- Teacher assigned iReady online lessons to focus on student need.
- Use of data chats, teacher and student goal setting around data and planning, as well as a reward system in place to increase student achievement.
- After school tutoring will be provided based on student need.

- EL data will be analyzed during Professional Learning Communities (PLCs) to determine areas of misconceptions and learning gaps for opportunities for reteaching.
- Home School Liaison (HSL) will support with translation and communication with EL student families.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for SSTs, 504s. Also supports G1A2, G1A2, G1A3, G1A4 **No IEPs**	7,167.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		13,863.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Supplemental Materials: online subscriptions for reading and/or math supplementals. Also supports G1A2 and G1A3.	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Also supports G1A2 and G1A3	6,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools, LLC	20,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL/SMART Goal planning (3x's in instructional year, 1 day summer). Also supports G1A2 and G1A3.	35,832.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies. Also supports G1A2 and G1A3	19,980.00
G1A1	Sup & Conc	Instruction	Travel			Travel, Conference	20,852.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease. Also supports G1A2 and G1A3	8,466.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Also supports G1A2, G1A3	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. Also supports G1A1. No food or incentives.	2,489.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,968.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	17,271.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment supplies	9,500.00
G1A3	LCFF: EL	Food Services	Direct-Food			Food	10,500.00

\$197,388.00

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	✓	86.36 %	89.7 %	2023-2024	90.8 %

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.

- Teachers also implemented weekly Class Meetings and Second Step lessons.
- Students participated in our Monthly Good Behavior Activities and Character of the Month.
- The site's CWAS implemented various small SEL skill building groups.
- The Restorative Practices Coach met with students to discuss issues affecting them and developed agreements to move forward. The site, as a whole implemented Culture Climate strategies identified by the CCT Team.
- With Goal 2 funding, our students participated in enrichment fieldtrips, 6th grade; Wonder Valley, 5th grade; San Jose Tech Museum, 4th grade; Chaffee Zoo, 3rd grade; The Met Museum, 2nd grade, San Joaquin River Parkway, 1st grade; Chaffee Zoo, Kinder; Chaffee Zoo and TK; Playland.
- With CTE funding, 1st, 2nd graders learned about engineering through Bricks 4 Kids. Fourth graders worked with community partners, Fresno Police Department, Fresno Chaffee Zoo, Chukchansi Park and the Fresno State Farm. Sixth grade students visited local colleges.
- As part of our Prop 28 funding, we have also planned to add an additional elective course that would add additional offerings to all grade levels.

2

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

- Elementary athletics available only to 4th-6th grade.
- Band/Strings only available to 5th-6th grade.
- 4th grade learned recorders
- Goal 2 inequities stem from parents not allowing their children to attend out of town experiences.
- Ayer has three bus stops that transport about 30-40 students each. Afterschool activities such as sports, tutoring, clubs and the afterschool program are not within reach to bus riders, as there are no 'late' buses to take them home. Some Ayer families lack transportation, or live too far, and depend on school transportation.

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).

All grade levels planned for various learning experiences, as provided by Goal 2 and CTE. However, the 6th grade camp experience historically has the lowest participation rates, as many parents choose not to allow their children on overnight trips. SEL and other skill-building groups did not start right away, as Ayer has yet to receive a CWAS. Not all students wished to participate in Restorative Practices or families to not want their child to meet with a social emotional support staff.

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.

- Encourage student to participate in site clubs, activities and events.
- Revamping Student Council
- Recruiting students grades 4th-6th to participate in athletics
- Creating a Leadership Club to support activities and engagement.
- Starting Cheer/Spirit Team for 2024-2025 school year.
- Ayer will continue implementing Second Step lessons, Classroom meetings, Olweus Anti-Bullying curriculum. All grade levels will select and plan for Goal 2 and CTE learning experiences. When Ayer receives our CWAS or Tier 2 specialist will plan and schedule SEL and other skill-building groups to support students with their different needs.

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>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• Increase the amount of opportunities for hands-on learning new field-trips.• SSC members agree participating in real-world experiences opens doors to many opportunities, career choices, and is beneficial to all our students, as it prepares them in being success global community members.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• Increase application of practical skills for career readiness.• Home School Liaison (HSL) support with recruiting EL Students for clubs and athletics by reaching out to families during Parent Meetings and Pastries with Principal monthly meetings.• ELAC members also agree that participating in real-world experiences benefits all our students, as they prepare them to be active citizens in a global community. They shared these opportunities expose students to various career options.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• Staff was consulted for feedback in December 2023, January 2024 and February 2024 and recommended more after school clubs, tutoring and off-site learning opportunities for students.• Our staff members whole-heartedly believe our students must participate in real-world experiences, as they are taught necessary skills to be success. They will continue to implement Character Counts, Second Step, and Class Meetings.</div>
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Action 1

Title: Diverse CCR Clubs, Activities and Events

Action Details:

Ayer Elementary will increase engagement and participation of all students utilizing clubs, activities and community partnerships by expanding student-centered and real-world learning experiences. Ayer will continue to build upon our inclusive school climate that is focused on building relationships and continual learning. Our Climate Culture Team (CCT), Instructional Leadership Team (ILT) and Administrative team will identity strategies to increase all students participation in activities, analyze engagements rates with attention given to reducing disproportional participation, ensuring equity access to all, and building on community groups and organizations.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ATLAS Engagement Report

Owner(s):

- Administration
- Professional Learning Communities (PLCs)
- Instructional Leadership Team (ILT)
- Climate Culture Team (CCT)
- Club Advisors

Timeline:

- Quarterly updates on Engagement Report

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

Student Climate and Culture Survey

Owner(s):

- Administration
- Climate and Culture Team (CCT)
- Professional Learning Community (PLCs)
- Teachers
- Instructional Leadership Team (ILT)

Timeline:

- Climate and Culture Student Survey (Fall and Spring)

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

- All students encouraged to participate in activities that are student-centered and include real-world experiences through clubs, sports and activities.
- Transportation provided for student activities and events.
- Student involvement in classroom activities that expand student-centered and real-world experiences as developed by PLCs and individual teachers.
- Student participation in Site-Wide calendared events by Climate and Culture Team (CCT). Some site events include: Red Ribbon Week, Read Across America, Autism Awareness, Athletic and Activities Sign Ups, Spirit Dress Up Weeks, PBS Reward Celebrations, iReady Level-Up Celebrations, Winter Performances.
- Students and families will be supplied with materials they need to participate in clubs, activities and events (technology, paper, pencils, crayons, pens, incentives) and other materials as requested.
- Awards ceremonies will be planned by CCT, ILT and grade-level PLCs to celebrate student accomplishments. Examples include: Academic Awards, Sports Awards, Student Participation, etc.
- CCT, ILT, Home School Liaison (HSL), office staff, Academic Coach and/or support staff will communicate current events on campus, help with recruitment and report process and participation of students in clubs, activities and events with families.
- Invite community members to describe their profession and its needed competencies.
- Invite community members and to read to students.
- Implement use of sentence frames to use in constructive conversations/problem solving.
- Food/Snacks for Assessment Windows
- Attendance and other student Incentives

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.

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

- Encourage ELs to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit).
- Regular practice of Classroom Circles as they are a core element of a restorative culture and support your continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity.
- In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).
- Pair ELs with English Only students to encourage participation in different activities.
- Attendance Incentives Transportation (fieldtrips)

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

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.

- Target and encourage disadvantaged students to engage in different activities.
- Encourage foster/disadvantaged students to join sports or one of the Task Forces.
- Encourage disadvantaged students to participate in the different Task Forces (technology, kindness, hospitality, leadership, spirit).
- Regular practice of Classroom Circles as they are a core element of a restorative culture and support RP and help reduce student behavior/discipline issues.
- Consistency implementing Restorative Practices especially with disproportionately suspended students.

- Transportation provided for student activities and events.
- Student involvement in classroom activities that expand student-centered and real-world experiences as developed by PLCs and individual teachers.
- Student participation in Site-Wide calendared events by Climate and Culture Team (CCT). Some site events include: Red Ribbon Week, Read Across America, Autism Awareness, Athletic and Activities Sign Ups, Spirit Dress Up Weeks, PBS Reward Celebrations, iReady Level-Up Celebrations, Winter Performances.
- Students and families will be supplied with materials they need to participate in clubs, activities and events (technology, paper, pencils, crayons, pens, incentives) and other materials as requested.
- Awards ceremonies will be planned by CCT, ILT and grade-level PLCs to celebrate student accomplishments. Examples include: Academic Awards, Sports Awards, Student Participation, etc.
- Invite community members to describe their profession and its needed competencies.
- Invite community members and to read to students.
- Implement use of sentence frames to use in constructive conversations/problem solving.

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

With 7090 or 7091 funds we plan to support EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation and the different opportunities and activities our school has to offer to keep students engaged in different on and off campus activities.

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.

- Home School Liaison (HSL) will support with translation and communication with EL student families.
- Primary language translation of informational materials for clubs, activities and events on campus.
- EL student participation will be monitored and tracked by Climate and Culture Team (CCT) and Administrative Team to ensure all students are connected on campus.

- Pair students with others to encourage participation in different activities.
- Attendance/participation Incentives Transportation (fieldtrips)
- Restorative Practices Coach, skills building to increase engagement

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

With Title I funds we continue to support our targeted student groups by:

- Transportation provided for student activities and events.
- Student involvement in classroom activities that expand student-centered and real-world experiences as developed by PLCs and individual teachers.
- Student participation in Site-Wide calendared events by Climate and Culture Team (CCT). Some site events include: Red Ribbon Week, Read Across America, Autism Awareness, Athletic and Activities Sign Ups, Spirit Dress Up Weeks, PBS Reward Celebrations, iReady Level-Up Celebrations, Winter Performances.
- Students and families will be supplied with materials they need to participate in clubs, activities and events (technology, paper, pencils, crayons, pens, incentives) and other materials as requested.
- Awards ceremonies will be planned by CCT, ILT and grade-level PLCs to celebrate student accomplishments. Examples include: Academic Awards, Sports Awards, Student Participation, etc.
- Invite community members to describe their profession and its needed competencies.
- Invite community members and to read to students.
- Implement use of sentence frames to use in constructive conversations/problem solving

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

With 7090 or 7091 funds we plan to support our student groups by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards academic proficiency and the different opportunities and activities our school has to offer to keep students engaged in different on and off campus activities.

3. 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.

- Engagement Reports from ATLAS and PowerBI will be reviewed Quarterly by Climate and Culture Team (CCT) and Administration to plan and support students with disproportional participation rates.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		30.7 %	2023-2024	30.1 %
Suspension Rate - Semester 1	✓	2.87 %	3.3 %	2023-2024	2.97 %
Suspension Rate - Semester 1 (African American)	✓		5.4 %	2023-2024	5.07 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		3.5 %	2023-2024	3.17 %

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.

Chronic Absenteeism

Progress made due to intentional intervention systems.

- Attendance rates monitored bi-weekly during TST/Administration meetings to address grade alike teams attendance concerns.
- Climate Culture Team addressing and creating tardy policy to address chronic attendance concerns on campus and implementing supports.
- Home School Liaisons conduct home visits of students who have excessive absences to schedule conferences with counselors, admin and teachers to provide interventions for students and their families.
- Parent coffee hours utilized to discuss absences and how they affect students on their path to graduation.

Continue to monitor and provide incentives to message the importance of regular attendance.

- Fifth and sixth grade students joined volleyball, basketball, soccer, cross country, softball, and track and field.
- Third and fourth grade students participated in cross country, since other sports are reserved for the 5th & 6th grade.
- Students attended and participated in Family Night events; Movie Night, Carnival, Turkey Trot, Color Run, Valentine Dance, Winter Dance.
- Funded for Krazy Karen and Reptile Ron

Suspensions students with 1 or more

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

Chronic Absenteeism

- Students receiving Special Education services sometimes have health concerns and multiple appointments that lead to absenteeism. Special Education absenteeism is sitting at 43.3% which is a DECREASE of 14.5%
- African American: 56.3% to 37.9% (103 students) of students are truant in 2023-2024
- Site TST Team (Targeted Support Team) created weekly meetings Homeless absenteeism will decrease due to constant team monitoring. Team consists of Restorative Counselor, All4Youth Counselor, Project Access Counselor, Psychologist and Site Administration.
- Site incentives for students with perfect attendance and NO tardies. (prizes)

2023-2024 truancy has DECREASED by 17.4%

- African American: 56.3% to 37.9% (103 students) of students are truant in 2023-2024
- Hispanic: 54% (423 students) of students are truant in 2023-2024
- Asian: 41.4% to 22.2% (128 students) of students are truant in 2023-2024
- White: 52% (29 students) of students are truant in 2023-2024
- English Learners: 42% to 25.2% (172 students) of students are truant in 2023-2024
- Students with Disabilities: 58% to 43.3% (142 students) of students are truant in 2023-2024

Suspensions

More consistent school-wide PBIS has decreased disproportionality has lead to a site drop in suspensions with specific student groups in 2023-2024.

Ayer saw an increase in student suspensions from Semester 1 to Semester 2 for 2023-2024.

More consistent PBIS systems and regular Culture-Climate Teamwork.

- Consistent site Levels of Misbehavior referrals and behavior notification forms created by Climate Culture Team and rolled out to site staff to implement with students.
- TST/Administration grade alike teams addressing student chronic behaviors, attendance and grades.
- TST Team (Restorative Counselor, RCA, All4Youth Counselor, Project Access Counselor, Psychologist and Site Administration) pull weekly discipline data and track students who are repeat referrals and plug in to necessary social-emotional supports.
- Behavior Notification Forms are logged daily and reviewed by administration team to ensure communication with students, parents, vice principal, teachers and TST staff.
- Behavior Expectations Assemblies presented by Administration in the Fall and Spring to go over site rules and norms.
- Inconsistent implementation of class meetings and Second Step Curriculum
- Guidelines for Success created and posted in common areas.

- Socioeconomically Disadvantaged- Increased by 1.1%between 2023 to 2024.
- African American- Increased by 7.4%between 2023 to 2024.

Ayer has three bus stops that transport about 30-40 students each. Afterschool activities such as sports, tutoring, clubs and the afterschool program are not within reach to bus riders, as there are no 'late' buses to take them home. Some Ayer families lack transportation, or live too far, and depend on school transportation.

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).

- Need to provide ongoing professional learning for Climate Culture Team in support of school goals in alignment with Safe and Civil rubric.
- Utilizing our newly built parent center to properly utilize funding for parent communication and supports in support of school goals.
- Baseline supply allocation and ongoing support in organization and academic support.
- No attendance recognition and incentives due to coming back from the pandemic and social distancing on campus.
- No positive behavior award criteria for success established and recognition ceremony implemented due to pandemic restrictions.
- Inconsistent implementation of Morning Meetings or Second Step due to lack of PL and PLC time to plan and implement.

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.

- Utilization of our new Parent Resource Center and Library to support increased student and parent involvement.
- Student incentives for Academics: quarterly incentives Student incentives (non-contingent).
- Regional Incentives to promote vertical articulation with Sunnyside Region in academic and engagements.
- Schoolwide fidelity of implementation of Second Step and Morning Meetings as foundation.
- Purchase of school spirit T-shirts for every student to increase school connectedness.

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).

2 ELAC:

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

<ul style="list-style-type: none">Continue to message the importance of attendance, provide incentives through classes to promote school culture.More student voice opportunities needed, especially in regards to Culture-Climate issues (Tardies, Testing incentives).Continuing Student CouncilGrandparent Days, Jog-A-Thon, Dances (etc)Continued PTA involvement for family support on campus. <p>SSC members want to see an increase in student engagement in school and with the community, as this teaches valuable collaborative, problem solving, and decision-making.</p>	<ul style="list-style-type: none">Need for more ongoing input from parents regarding ELPAC and Parent University meetings to discuss testing and support strategies at home.Tutorial after school to support EL students utilizing After School Program Tutoring and California Teaching Fellows. <p>ELAC parents and community see student engagement as a way for students increase their language proficiency. They expressed a desire to have more community partners.</p>	<ul style="list-style-type: none">More incorporation of technology in all content areas besides ELA/Math.Increase/continue efforts to track data in efforts to decrease level 1 and 2 misbehaviors.Continue work to ensure that SPED students have an accepting climate at Ayer by monitoring Special Olympics, Unified Sound and Unified Sport involvement.Greater learning around social-emotional teaching practices for all teachers and classified staff.Ask students what their needs are and what interests them.Analyze data: BNF data, suspension data consistently (weekly) as an administration and TST Team.Family Social Nights partnering with PTA to build community with our students, staff and families. <p>Staff members strongly believe in student-engagement in and out of school. Students who are more engaged in school and in their communities, have better attendance, have a positive view of education, which leads to higher academic achievement. Ayer staff members want to see an increase in student engagement in school/community. as this teaches valuable collaborative, problem solving, and decision-making.</p>
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Action 1

Title: PBIS and Intentional Climate-Building

Action Details:

As part of a Multi-Tiered System of Support, Ayer will provide a tiered approach to positive behavior using the Safe and Civil Schools Framework for Positive Behavior Intervention and Support. Staff will continue to engage in a Cycle of Continuous Improvement collecting and analyzing data that prioritizes areas of improvement in policies and procedures to support school wide goals. Supports include a School Social Worker, mentors, supplemental contracts, assemblies, signage and graphics. **Tier 1** services focus on common areas and school wide policies, staff responding to misbehavior through instructional approach, and creating an inviting climate that intentionally builds relationships to help address safety, conflicts and bullying. **Tier 2** supports include opportunities for reflection with an emphasis on restoration and learning from mistakes. **Tier 3** includes connection to services to meet underlying needs and expansion of the effort to involve student families. Academic Coach to support for student interventions.

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

Ayer will continue to implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

Owner(s):

- Climate and Culture Team
- Targeted Support Team
- Staff
- Administration

Timeline:

- On-going/Weekly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Overall monitoring of the suspension rate of unique students will be done quarterly.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">Administration	<p>Timeline:</p> <ul style="list-style-type: none">Quarterly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Rate of misbehavior and suspension incidents that originate in the classroom will be monitored and discussed with planning sessions for intervention for students with 2 or more incidents.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">Administration	<p>Timeline:</p> <ul style="list-style-type: none">Bi-Weekly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student portfolio and BNF data will be analyzed for patterns regarding (type of incident, incident origin, administration response, and repeat behaviors.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">Administration	<p>Timeline:</p> <ul style="list-style-type: none">Monthly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Behavior Notification Forms logged daily and reviewed to ensure the completion of communication feedback loop between teachers, administration, and re-engagement center staff.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">AdministrationResource Counseling CounselorRestorative CounselorTargeted Support Team	<p>Timeline:</p> <ul style="list-style-type: none">Daily
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Agendas from Professional Learning sessions and Administration meetings show implementation of planned Professional Learning.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">AdministrationClimate Culture Team	<p>Timeline:</p> <ul style="list-style-type: none">Monthly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Lesson plans and artifacts from class meetings, school wide assemblies, and common lessons show evidence of instruction in social awareness skills, positive behavior skills and communication of school norms and structures.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">AdministrationClimate Culture Team	<p>Timeline:</p> <ul style="list-style-type: none">Monthly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Site ATLAS logs show intervention and outreach to parents.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">Home School Liaison	<p>Timeline:</p> <ul style="list-style-type: none">Monthly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Agendas and products of the Climate and Culture Team demonstrate engagement in the Safe and Civil Foundations process of continuous improvement and development of school wide practices.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">AdministrationClimate Culture TeamClimate Culture Specialist	<p>Timeline:</p> <ul style="list-style-type: none">Monthly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Classroom observations using the Instructional Practice Guide show evidence of creating a culture of learning and ownership.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">Administration	<p>Timeline:</p> <ul style="list-style-type: none">Weekly

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

Tier I:

- Mini-lessons taught by all teachers at the beginning of each semester will include lessons on Guidelines for Success, consequences for misbehavior, school-wide and common area expectations, and resources for help.
- Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social Emotional skills explicitly, and problem solve.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- Criteria for success communicated with all students and families for attendance award and incentives.
- Attendance focus week in Semester 1 and Semester 2 with promoting regular attendance.
- Substitute release time and/or supplemental contracts for Climate Culture Team (CCT) to meet and plan to increase attendance.
- CCT will analyze site data and classroom practices to improve attendance rates.
- Proactive referrals to the TST Team that meets every Thursday to discuss students that need additional support so we can loop them in with the proper staff member.

Tier 2:

- Students referred to the office for Level 2 or chronic Level 1 misbehavior will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration.
- Program created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.
- Attendance Award, assemblies, and incentive opportunities provided.
- Office Assistant to conduct daily attendance calls.
- HSL to conduct and document phone chat with parents of students with severely chronic absenteeism.

Tier 3:

- Provide staff (Resource Counseling Assistant) and materials for a Re-Engagement Center, where students assigned will engage in curriculum designed to elicit learning and reflection; and will be monitored and supported by a classroom teacher to reflect on behaviors and complete missing school work.
- Administration will support with Level 3 behaviors by connecting with Ayer Targeted Support Team to support re-entry meetings between TST team, student and parent.
- Clothes, Hygiene and personal items supply closet for students.
- The Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.
- Administrator will conduct and document parent conference of students with severely chronic absenteeism.
- Student Attendance Review Board (SARB) referral

Develop Tier 2 and Tier 3 Systems through establishing a referral group to ensure students of concern are identified and supported with the appropriate intervention.

- Establish systems for students to provide feedback and voice about school climate issues.
- Provide support for the Re-Engagement Center to ensure staff is able to provide immediate support and ongoing monitoring for student processing and re-entry.
- Ensure that all students re-entering after a suspension have a re-entry meeting with agreements and understanding of supports.
- Plan the After-School Program to include opportunities for students to connect with mentors, coaches, and teaching staff in a variety of ways to encourage relationship-building and positive mentors.
- Provide opportunities for student leadership through clubs, peer mediation and mentors.

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.

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

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

Ayer will continue to support all our students by:

- Regular practice of Classroom Circles as they are a core element of a restorative culture and support continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).

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.

Ayer has African American students and Socioeconomically Disadvantaged students in the red for suspensions.

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

- Pair ELs with English Only students to encourage participation in different activities.
- Encourage ELs, SWD and Project Access-Foster Youth to join sports (football, volleyball, baseball, basketball, track & cross country).
- Attendance Incentives Transportation (fieldtrips)

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

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
- Order Posters/Certificates, etc. through Graphics Department
- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for Ice Cream for sports participation
- Fund for trophies, medals, certificates, bracelets, etc.
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Literacy Night, Family Nights, Family Dances, Movie Nights, Pastries with Parents, various Family Events.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Technology
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives

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

- Ensure class meetings and school wide instructional systems provide opportunities for EL students to process, ask questions, and ensure understanding of the content.
- Translation into primary language of attendance expectations, policies, and supports.
- Academic Coach will be provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.
- Proactive meetings for our 6th grade students heading to Terronez or Kings Canyon to connect them with a mentor or support staff member so they are comfortable and know who to contact when they start middle school.

Ayer will continue to support students by:

- Target and encourage disadvantaged students to engage in different activities.
- Encourage foster/disadvantaged students to join sports or clubs/activities.
- Encourage disadvantaged students to participate in the different clubs/activities (technology, kindness, leadership, etc.).
- Regular practice of Classroom Circles as they are a core element of a restorative culture and support RP and help reduce student behavior/discipline issues. Consistency implementing Restorative Practices especially with disproportionately suspended students.
- Pair students with others to encourage participation in different activities.
- Encourage to join sports (football, volleyball, baseball, basketball, track & cross country).
- Attendance/participation Incentives
- Transportation (fieldtrips)

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

With 7090 or 7091 funds we plan to support students by:

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
- Order Posters/Certificates, etc. through Graphics Department
- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for Ice Cream for sports participation
- Fund for trophies, medals, certificates, bracelets, etc.
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Literacy Night, Family Nights, Family Dances, Movie Nights, Pastries with Parents, various Family Events.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Technology
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives

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

- African American Mentors from Terronez and Sunnyside will support working with at-risk students who are struggling academically, behaviorally and social-emotionally.
- Project Access Counselor will monitor Foster/Homeless students by connecting monthly tracking attendance, grades and behaviors.
- Home visits by HSL and/or administrator for students in severely chronic absenteeism group.
- Parent-student-administration attendance meetings.
- Connection to community resources to remove or diminish barriers that hinder good attendance.
- Supplies for parent meetings.
- Proactive meetings for our 6th grade students heading to Terronez or Kings Canyon to connect them with a mentor or support staff member so they are comfortable and know who to contact when they start middle school.

Action 2

Title: All Students Will Engage in Arts, Activities, And Athletics

Action Details:

Ayer will increase activities and athletic participation throughout the year by engaging in clubs, athletic teams, co-curricular activities, visual and performing arts, and class sponsored activities. Ayer will provide an inclusive school climate, focused on building relationships. Relationship building will be supported through a program of celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff-student and student-student relationships. Strategically implemented strategies will engage all students in the regional community that is Sunnyside, through participation in Goal 3 activities, with attention given to reducing students disproportional in Goal 3 participation. Ayer will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

- Ayer CCT will review schoolwide data with staff and take action based on data. As part of the review, our team will engage in the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual students with available supports and interventions.

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

Monitor student participation and attendance data in Goal 3 activities, as evidenced by tracking students who attend activities and athletic events.

Owner(s):

- Climate Culture Team

Timeline:

- Monthly

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

Data from Student Engagement Tool in ATLAS shows participation in each Goal 3 opportunity(arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement.

Owner(s):

- Administration
- Climate Culture Team

Timeline:

- Monthly

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

Artifacts in the form of lists and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement.

Owner(s):

- Administration
- Climate Culture Team

Timeline:

- Quarterly

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

School Climate Survey from Panorama Education given in the spring, will be analyzed by question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students.

Owner(s):

- Administration

Timeline:

- Quarterly

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

Tier I: The Second Step lessons and class meeting protocols for all Ayer Staff Engaging students through extra-curricular activities to minimize behavioral and academic issues in the classroom.

- Protocols and expectations for club sponsors and event logistics.
- Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.
- Provide incentives for positive school participation and advertising of the school's positive culture.

- Participate in regional events with feeder schools, community, parents and students on a regular basis, activities, school culture and climate.
- Creating non-contingent student/staff incentives to support connection to site. (monthly)
- Additional funding for Academic/Sports Banquets to establish traditions and community connection to site.

1. **Substitutes to support instruction-** Effective will continue next year
2. **Supplemental contracts-** Effective will continue next year
3. **Technology, books, materials and supplies-** Effective will continue next 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.

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

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

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
- Order Posters/Certificates, etc. through Graphics Department
- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for Technology

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

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
- Order Posters/Certificates, etc. through Graphics Department
- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for Ice Cream for sports participation
- Fund for trophies, medals, certificates, bracelets, etc.
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Literacy Night, Family Nights, Family Dances, Movie Nights, Pastries with Parents, various Family Events.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Technology
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives

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

- Presentation in ELD class once per semester in primary language to encourage students to become involved.
- Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster 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 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.

Ayer has African American students and Socioeconomically students identified in red for suspensions.

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

With Title I funds we continue to support our targeted student groups by:

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
- Order Posters/Certificates, etc. through Graphics Department
- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for Technology

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

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
- Order Posters/Certificates, etc. through Graphics Department
- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for Ice Cream for sports participation
- Fund for trophies, medals, certificates, bracelets, etc.
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Literacy Night, Family Nights, Family Dances, Movie Nights, Pastries with Parents, various Family Events.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Technology
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives

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

Climate Culture

- Student Council has not been as effective as we had hoped with training of students.
- Number of 4th-5th grade students on the non-involved list is significantly higher than 6th.

- 4th-5th grade students are significantly less involved in activities
- Student Council would ensure that students are able to have time to plan and be more involved throughout the school year.

Athletics

Our goal to have All students engaged is unrealistic. However there are some things that we can identify in Athletics, that can help get us closer to the Goal.

- Parent and student meetings each sports season to let parents know the requirements to play and how they can be involved.
- Incorporating After School Program to support with communication of students joining sports and then enroll in ASP.
- Utilizing ParentSquare, ClassDojo and Weekly Activities Calendar to keep parents up to date with new activities and sports on campus.
- More parent volunteers to support with coaching on campus.

Homeless/Foster Youth/ Students with Disabilities

1. Creating a Little Buddies Program where GE students can support with PE time in our Autism classes.
2. Participating in Fresno Unified Unified Sports where our Autism students partner with out GE students and play against other schools in our district.
3. Supporting with transportation to get our Project Access/Foster students more involved on campus. Making sure to loop in our Project Access Counselor at Ayer to support with parent messaging and support.

Action 3

Title: Attendance

Action Details:

Ayer will continue to support student attendance by providing comprehensive, tiered program of attendance monitoring and intervention. Ayer will regularly monitor and analyze attendance data in order to identify root causes behind attendance issues; link families with resources to improve attendance; and provide solid Tier 1 systems across the school in every classroom to support regular attendance and ensure students are quickly caught up and integrated back into the learning following an absence.

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

A procedure to ensure that students absent due to sports and school related events are coded correctly along with social emotional support through Resource Counseling Assistant and School Liaison for students missing more than 5% of time in class will reduce the percentage of students who are chronically absent.

Owner(s):

- Administration
- Targeted Support Team
- Head Coaches
- Home School Liaison

Timeline:

- Weekly/Ongoing

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Chronic absence rate reviewed weekly and shared with attendance intervention team, climate and culture team, and administration team.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">• Administration• Targeted Support Team• Home School Liaison• Climate Culture Team• Attendance Assistant	<p>Timeline:</p> <ul style="list-style-type: none">• Weekly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Site records (attendance calls home, home visit logs, sign-ins from parent meetings) monitored weekly to ensure intervention strategies are being implemented.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">• Administration• Attendance Assistant• Home School Liaison	<p>Timeline:</p> <ul style="list-style-type: none">• Weekly
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Agendas and records show implementation of planned interventions and professional learning.</p>	<p>Owner(s):</p> <ul style="list-style-type: none">• Administration	<p>Timeline:</p> <ul style="list-style-type: none">• Weekly
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p>		
<p>Tier 1:</p> <ul style="list-style-type: none">• Class Meetings will be held to discuss the importance of school attendance.• Reinstating the bus route at Ranchwood and Summerpark Apartments to support students getting to school on time.• Importance of regular attendance will be coordinated with other incentive and recognitions.• Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.• Criteria for success communicated with all students and families for attendance award and incentives.• Attendance focus week in Semester 1 and Semester 2 with promoting regular attendance.• Substitute release time and/or supplemental contracts for Climate Culture Team (CCT) to meet and plan to increase attendance.• CCT will analyze site data and classroom practices to improve attendance rates.		
<p>Tier 2:</p> <ul style="list-style-type: none">• Provide bus tokens to students/families in unstable situations who need assistance with transportation.• Home School Liaison and school office assistant and attendance clerk will monitor attendance patterns, communicate home with students that have excessive absences, and schedule conferences with administration or Targeted Support Team to assess causes behind poor attendance and assign intervention.• Attendance Award, assemblies, and incentive opportunities provided.• Office Assistant to conduct daily attendance calls.• HSL to conduct and document phone chat with parents of students with severely chronic absenteeism.		
<p>Tier 3:</p> <ul style="list-style-type: none">• Provide resources to discourage students from being tardy to class including supplemental contracts for materials and supplies.• Quarterly on site attendance meetings for student's parents below 90% attendance. Review root causes for truancy, provide attendance expectations and set goals for student improvement.• Clothes, Hygiene and personal items supply closet for students.• The Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.• Administrator will conduct and document parent conference of students with severely chronic absenteeism.• Student Attendance Review Board (SARB) referral.		
<p>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.</p>	<p>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.</p>	

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

- EL Chronic Absenteeism 2022-2023: 41.5%(163 Students)
- EL Chronic Absenteeism 2023-2024: 25.2%(143 Students)

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

We have been pushing as a school to make sure we are communicating with our parents and aligning our PBS rewards to students coming to school. Students need to have a 90% attendance rating in order to be considered for their Quarterly trip off campus. (Johns Incredible, United Skate, Zoo, etc.)

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

- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Funding for translators
- Fund for trophies, medals, certificates, bracelets, etc.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Parent Attendance Meetings
- Attendance Incentives (No Surrender Coupons, DutchBros, Starbucks Cards, etc)

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

- Home school liaison will coordinate and run small group meetings in ELAC and Parent University to educate parents about attendance monitoring and intervention.
- Bus tokens available to students experiencing transportation or other hardships impacting school attendance.
- Academic Coach and Vice Principal provided to support integrated and designated EL in all classes and ensuring proper support of instruction across the school.
- Proactive meetings for our 6th grade students heading to Terronez or Kings Canyon to connect them with a mentor or support staff member so they are comfortable and know who to contact when they start middle school.

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.

African-American-

- Chronic Absenteeism 2022-2023: 56.3%(103 Students)
- Chronic Absenteeism 2023-2024: 37.9%(97 Students)

Hispanic-

- Chronic Absenteeism 2022-2023: 53.8%(435 Students)
- Chronic Absenteeism 2023-2024: 36.8%(378 Students)

Homeless/Foster Youth-

- Chronic Absenteeism 2022-2023: 25%(16 Students)
- Chronic Absenteeism 2023-2024: (Students)

SWD-

- Chronic Absenteeism 2022-2023: 57.7%(142 Students)
- Chronic Absenteeism 2023-2024: 42.3%(104 Students)

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

We have been pushing as a school to make sure we are communicating with our parents and aligning our PBS rewards to students coming to school. Students need to have a 90% attendance rating in order to be considered for their Quarterly trip off campus. (Johns Incredible, United Skate, Zoo, etc.)

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

- Fund for Transportation to Goal 2-related off-site activities.
- Fund for entry or related fees to off-site engagement activities
- Fund for trophies, medals, certificates, bracelets, etc.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Parent Attendance Meetings
- Attendance Incentives (No Surrender Coupons, DutchBros, Starbucks Cards, etc)

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

- Academic Coach will monitor EL students each semester grade/attendance reports to provide targeted interventions addressing attendance and grades through Quarterly Goal-Setting.
- African American Mentor from Terronez Middle School will continue working with at-risk students who are struggling academically, behaviorally and social-emotionally.
- Project Access Counselor will monitor Foster/Homeless students by connecting weekly tracking attendance, grades and behaviors.
- Home visits by HSL and/or administrator for students in severely chronic absenteeism group.
- Parent-student-administration attendance meetings.
- Connection to community resources to remove or diminish barriers that hinder good attendance.
- Supplies for parent meetings.
- Proactive meetings for our 6th grade students heading to Terronez or Kings Canyon to connect them with a mentor or support staff member so they are comfortable and know who to contact when they start middle

school.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	19,003.00
G3A1	Sup & Conc	Instruction	Student Incenti			: Student Incentives	20,500.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Play Structure Equipments	20,000.00
G3A1	Sup & Conc	Instruction	Travel			: Also supports G3A2 and G3A3	30,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Also supports G2A1	3,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	3,300.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL	800.00

\$97,103.00

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	✓	98.6 %	95 %	2023-2024	96.1 %

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 Goal - Site Defined

- Teachers will receive professional learning determined by site data: ELAC/English Assessments, EL Redesignation Goal-setting Report, Common Formative Assessments, iReady, and SBAC. In addition, data collected from the Instructional Practice Guide and Fresno Unified Initiatives will drive the learning that specifically supports English Learners.
- Topics include, but are not limited to: speaking and listening standards, small group instruction, and extended learning opportunities for students.
- All teachers receive professional learning on strategies to support student comprehension of grade level text. Proficiency-based Learning (tasks, assessments).
- Common formative and summative assessments (formal and informal) Staff Professional Learning regarding PLC's, common grading practices, common assignments/assessments, proficiency based learning.
- Supplemental Contracts and/or sub release time for Grade Level teams.
- Professional Learning will utilize the research from "Learning by Doing" to support the development and continuation of high quality Grade Level Communities. Professional consultants and presenters available.
- Specific skills that develop the ability to engage in close reading, annotate and extract pertinent information, analyze texts, and cite relevant evidence.
- Designated ELD skills to break down complex sentence structures and phrases to better comprehend texts.
- Teachers will be trained on how to utilize these standards to support access for ELs to the Common Core Literacy standards and build Academic Language
- Continue professional learning on appropriate scaffolds and strategies to support complex text, talk, and tasks in all classrooms, such as sentence frames and sentence starters.
- Current Redesignation Criteria and interpretation of criteria data District led professional learning tied to Guaranteed Viable Curriculum.

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

Staff Goal - Site Defined

Ayer will be going back to CSTP 2, making classroom instruction culturally responsive to make sure students are able to see the importance of what they are learning and establishing ownership.

- Focusing on alignment of grade-level grading policies to maintain equity for all students.

Staff Racial/Ethnic Identity:

- # of Staff: 79
- African American: 9/79 (13.8% Student Population)
- Asian and Pacific Islander: 14/79 (18.3% Student Population)
- Hispanic: 19/79 (58.9% Student Population)
- White: 37/79 (3.8% Student Population)

Teaching Staff Years of Experience:

- Less than 5 years: 11 teachers
- 6-10 years: 7 teachers
- 11 or more years: 10 teachers

- Seminars and conferences specifically designed to support English Learner instruction Training for extended student learning opportunities.
- Provide professional learning opportunities for school staff: district, site and additional training around literacy.

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).

- Culturally Proficient Practices discussed during Professional Learning was implemented inconsistently as PL and PLC time was reduced per collective bargaining agreement.

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.

- Professional Learning around Cultural Proficiency and Cultural Responsive Teaching
- Allocating resources and support for intervention (PL support, funds for conferences/guest speakers)
- Incentives for EL targeted support
- Staff Professional Learning around equity of grading and assessing work through PLC's.
- Staff professional learning around standard planning and backwards mapping by TSA (if allocated) and Academic Coach.

For the 2024-2025 school year, Ayer will continue to:

- Fund for 1 FTE Teacher (if needed to reduce class numbers)
- 1 FTE Reading Specialist (funded by Literacy Plan)
- Fund for The Write Tools (If agreed by ILT and Staff)
- Provide materials and supplies, including technology, professional educational books, aligned PD Fund for supplemental tutoring contracts.

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).

- Purchasing around site aligned grading practices materials.
- Conferences for staff enrichment around grading, culturally responsive teaching and social emotional support of students.

SSC members agree diverse teachers would reflect our students and would serve as role models.

2 ELAC:

- More communication home in home languages and utilizing Home School Liaison for support.
- Professional Learning around supporting EL students in all subject areas.

ELAC members also agree diverse teachers would reflect our students and would serve as role models.

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

- Variety of after-school opportunities.
- Continued improvement to site facilities.
- Need for more timely feedback/incentives (immediate)
- Use of social media for advertising and celebrating school accomplishments.
- Translate flyers and other communications in multiple languages.

Staff members help recruit diverse teacher-friends to join our Ayer

family. They see a need for African-American, Asian, male staff and other diverse backgrounds.

Action 1

Title: Maintaining Positive Staff Relationships

Action Details:

Ayer Elementary is committed to building positive relationships between all staff. The Climate Culture Team (CCT) in collaboration with the Instructional Leadership Team (ILT) and administration will ensure that staff have opportunities to engage with staff across grades and job types during duty hours and during optional, non-duty hours events in service of building mutual understanding, providing positive feedback, and developing a sense of belonging.

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

Site based Professional Learning (PL) surveys and input

Owner(s):

- Teachers
- Climate Culture Team
- Instructional Leadership Team
- Administration
- Academic Coach

Timeline:

After every Professional Learning on campus.

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

Climate Culture Surveys

Owner(s):

- All staff
- Climate Culture Team
- Administration

Timeline:

Per district schedule

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

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction.
- Communication among all staff will be improved through the weekly e-mails from administration with highlights of the week, along with activities for the next week.
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity and Climate and Culture survey.
- CCT will develop staff-wide practices that promote positive feedback.
- CCT will establish a calendar of events that promote building positive staff relationships during the duty day and outside of the duty day (for optional events).
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Food items for staff professional learning.
- Supplemental contracts for Classified staff for special projects.
- Contracted services to maintain positive staff relationships

Increase Recruitment/Retention of certificated teachers:

- On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.

- Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.
- Fund for Materials and Supplies, including Technology
- Fund for a TSA to support teachers academically
- Fund for supplemental teacher contracts
- Fund for Professional Development
- Fund for campus beatification
- Fund for Professional Consultants/trainers
- Professional Educational Books

Aligned Professional Learning to Cultural Proficiency through:

1. High Quality Professional Learning Components
2. IPG
3. Regional Plans
4. State Standards ELA/ Math

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.

- Site based Professional Learning (PL) will include strategies to meet meet the needs of English Learners.
- Bringing in EL Services to support with data tracking 3x a year to progress monitor our students to see how they are doing in iReady.
- Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPG (ELA/Math)
- **Tenet 2B Challenging Content:** Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- **Tenet 3 Ownership:** Are students responsible for doing the thinking in this classroom?
- PL utilizing the Common Core Companion (ELA/Math)
- Provide PL from ILT on the Sunnyside Region Literacy Project and funded Reading Specialist.
- Academic Coach will be available for feedback and coaching cycles with teachers to improve instruction.

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.

- Site based Professional Learning (PL) will include strategies to meet the needs of low-performing students.
- Provide PL to newly hired staff in order to build teacher capacity in Technology, SEL, the GVC, and IPW (ELA and Math).
- **Tenet 2B Challenging Content:** Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- **Tenet 3 Ownership:** Are students responsible for doing the thinking in this classroom?
- PL utilizing the Common Core Companion (ELA/Math)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer 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	Empl Uniform			: Employee Uniforms	6,000.00
G4A1	Sup & Conc	Food Services	Direct-Food			Food line. Also supports G5A1	20,000.00

\$26,000.00

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	✓	93.5 %	94.2 %	2023-2024	95.3 %

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 Goal - Site Defined

- Ayer works in partnership with our parents and community members. We recognize these members as vital to our system of student support leading to success. Parents receive up to date information regarding individual student performance via ParentSquare, ClassDojo and ATLAS parent portal, along with site and district information via newsletters, school website, and regularly scheduled meetings.
- English Learner Advisory Council (ELAC) quarterly meetings keep English Learner parents up to date on site performance for EL matters and acts as a feedback loop for parent ideas, comments, and concerns. Input is solicited for making our system run more efficiently in areas of school to home communication, and supports in place for our English Learners.
- Parents of re-designated students will be advised of their students’ success and given information on continued academic and proficiency growth.
- Assessment results for ELAC/ English Assessment are mailed home in parents’ primary language.
- Ayer Activities Calendar sent via e-mail every Friday to families letting them know of upcoming events on campus.
- Pastries with Principal monthly meetings to connect with principal regarding upcoming events and asking questions.
- School Site Council meetings held monthly.
- PTA involvement on campus planning monthly events and meeting monthly as a parent group to plan future events and collaborate with administration.

2

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

Family Goal - Site Defined

The result of our Climate Culture Surveys through Panorama addressed how comfortable our parents feel at Ayer.

- From 2022-2023 to Fall 2023-2024 Parent Belonging went from 98% to 100%.
- From Fall 2023 to Spring 2024, Parent Belonging stayed at 100%

Goal 5's historical inequities stem from:

- Parents work schedules, and inability to take 'time off'.
- Lack of transportation to attend various school functions.

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).

1. Work with feeder school administrators to create parent presentations for 8th grade parents regarding clubs, events, and sports at Terronez.
2. Presentations for Ayer parents during SSC, ELAC, Parent University, Parent Empowerment, and Hmong Parent, grade level parent meetings. Our robust parent community has a meeting opportunity at least once per week.
3. Back to School and Open House Nights provide opportunities for parents to learn about extra curricular opportunities, connect with coaches and club sponsors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed. Transportation available.
4. Utilizing district initiative ParentSquare, and ClassDojo to reach out to parents for weekly engagements on campus.
5. ClassDojo is used both as a site and by individual teachers to keep parents informed of specific events and upcoming recruiting periods for sports and clubs. A weekly messenger is sent to all student and staff on Friday evenings to inform of all the events for the week to come.
6. Transportation and refreshments provided for parent outreach.

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.

- Reconfiguring contact expectations for Home School Liaison
- Intense focus with parent outreach.
- Additional support through school-wide ParentSquare App.
- Increased messaging regarding school programs aligning on the school website.
- Relocation of Parent Center and additional parent supports on campus.

Ayer will continue funding for:

- Translation for parent-teacher conferences
- Snacks/Food for Family Night events meetings
- School Planners for 5th-6th Grade (if money allows)

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).

- Book Fair
- Family Education Nights
- Social Nights hosted by PTA
- Back to School Night
- Open House
- Parent-Teacher Conferences

SSC members agree that parent participation plays an important role in children's education. The SSC members shared that parents enjoy the many Family Night events schedules throughout the year.

2 ELAC:

- Tutorial support
- BIAs
- Parent workshops (Parent University, Coffee Hour)

ELAC members agree that parent participation plays an important role in children's education. ELAC meeting attendees shared they would like to see more parental involvement through volunteering. Additionally, ELAC parents enjoy the many Family Night events schedules throughout the year.

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

- Training on new Apps to support parent involvement:**
- ParentSquare
 - School engagement activities (Back to School Night, Open House, PTA Events, Athletic Events, Music Performances).
 - School Carnival
 - Other Student Centered Activities (Jog-A-Thon, Dances, etc)

Action 1

Title: Parent Engagement in Academic/Activity Opportunities

Action Details:

Ayer parents are a valued part of our learning community and will be welcomed on to campus to participate in a variety of school activities. Parental engagement in different school events plays a crucial role in developing community and is important for students both socially, emotionally and academically.

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

Parent survey data, Student survey data SEL Data Reports Parent Meeting sign in sheets ELAC/DLAC/SSC meeting sign in sheets. Parent/Teacher Conference Sign-in Logs, SST/IEP attendance logs, Visitor Sign-in Logs, etc.

Owner(s):

- Administration
- Targeted Support Team
- Climate-Culture Team
- Staff

Timeline:

Weekly/Ongoing

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

- Student Academics:** PL and PLC's provide opportunities to share best practices and learn from each other. They will share Unit Overviews, Lesson Topics, and testing calendar with parents quarterly.
- Student Centered and Real-World Learning:** Staff planning cultural assemblies and field trips
- Student Engagement:** Students connecting their learning and applying their learning through real-life experiences promotes engagement.

Funding for Activities:

- Talent Show
- Athletic events
- Translators Fund
- Food for Parent Events Assemblies
- Funding for Graphics
- Food/Snacks for Assessment Windows
- Food/Snacks for various Family Nights
- Attendance Incentives
- Transportation (fieldtrips)
- Health & Custodial Supplies
- Babysitting for various meetings (Coffee Hours, SSC and ELAC/DLAC)

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.

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.

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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

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

With Title I funds we plan to support (Specific student group) by:

- Athletic events
- Materials and Supplies
- Parent Communicator Folder for K-2

With Title I funds we plan to support our students by:

- Materials and Supplies
- Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 5th-6th
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)

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

- Communicate events utilizing different media: Facebook, Ayer webpage, ParentSquare, Class Dojo.
- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food at Events Assemblies
- Fund for vendors (Krazy Karen, Science Mobile, ReptileRon, and other)
- Materials and Supplies
- Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 5th-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Fund for campus beatification

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

- Home School Liaison will be provided to translate for parent meetings, coordinate parent events, and coordinate ELAC and SSC.
- Parent University Classes to engage parents in their child's education.
- Parent Participation in Family Nights
- ELAC meetings to inform parents of student's progress
- Parent Conferences going over EL Redesignation data
- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power points will be streamed via our website to allow parents to playback.
- Communicate events in Spanish.

Communication through:

1. ParentSquare
2. Parental involvement in SSC, ELAC, DAC, and LCAP meetings
3. Class Dojo
4. Social Media

- Parent/Teacher Communication Planners for 5th-6th
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)

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

- Communicate events utilizing different media: Facebook, Ayer webpage, ParentSquare, Class Dojo.
- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food at Events Assemblies
- Fund for vendors (Krazy Karen, Science Mobile, ReptileRon, and other)
- Materials and Supplies
- Parent Communicator Folder for K-2
- Parent/Teacher Communication Planners for 5th-6th
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Fund for campus beatification

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

- Home School Liaison will target parents of students who have chronic/severely attendance to engage them in positive dialogue around engagement and attendance.
- Parent University Classes to engage parents in their child's education.
- Parent Participation in Family Nights
- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power points will be streamed via our website to allow parents to playback.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	2,751.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	1,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent Participation	2,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent Participation	3,209.00

\$8,960.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0020 Ayer Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher subs for SSTs, 504s. Also supports G1A2, G1A2, G1A3, G1A4 **No IEPs**	7,167.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		13,863.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Supplemental Materials: online subscriptions for reading and/or math supplementals. Also supports G1A2 and G1A3.	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Also supports G1A2 and G1A3	6,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools, LLC	20,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for PL/SMART Goal planning (3x's in instructional year, 1 day summer). Also supports G1A2 and G1A3.	35,832.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies. Also supports G1A2 and G1A3	19,980.00
G1A1	Sup & Conc	Instruction	Travel			Travel, Conference	20,852.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease. Also supports G1A2 and G1A3	8,466.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Also supports G1A2, G1A3	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies. Also supports G1A1. No food or incentives.	2,489.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,968.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	17,271.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment supplies	9,500.00
G1A3	LCFF: EL	Food Services	Direct-Food			Food	10,500.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	19,003.00
G3A1	Sup & Conc	Instruction	Student Incenti			: Student Incentives	20,500.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Play Structure Equipments	20,000.00
G3A1	Sup & Conc	Instruction	Travel			: Also supports G3A2 and G3A3	30,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Also supports G2A1	3,500.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works	3,300.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for HSL	800.00
G4A1	Sup & Conc	Instruction	Empl Uniform			: Employee Uniforms	6,000.00
G4A1	Sup & Conc	Food Services	Direct-Food			Food line. Also supports G5A1	20,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	2,751.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	1,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent Participation	2,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Parent Participation	3,209.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,770.00
Sup & Conc	7090	\$212,433.00
LCFF: EL	7091	\$49,248.00
Grand Total		\$329,451.00

\$329,451.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$197,388.00
G3 - Increase student engagement in their school and community	\$97,103.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$26,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,960.00
Grand Total	\$329,451.00