


Mayfair Elementary

10621666006407

Principal's Name: Gay Ockey

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gay Ockey	X				
2. Chairperson - Jennifer Ladd				X	
3. Imelda Ortega		X			
4. Aaron Weaver		X			
5. Karin Aghoian		X			
6. Ashley Sagrero				X	
7. Carmen Gastelum				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Gay Ockey		3/28/22
SSC Chairperson	Jennifer Ladd		3/28/22

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 2022/23

Mayfair - 0325

ON-SITE ALLOCATION

3010	Title I	\$66,924 *
7090	LCFF Supplemental & Concentration	\$224,652
7091	LCFF for English Learners	\$90,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$122,802</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$504,378

* 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	\$2,288
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$64,636</u>
	Total Title I Allocation	\$66,924

Mayfair Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			4 %	2020-2021	11.1 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		18.15 %	2021-2022	25.25 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		15 %	2021-2022	25.1 %

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.

During the 2021-2022 school year, the overall implementation of each action was hindered due to a significant amount of learning loss for many students due to quarantine, class closures, and more social emotional support needed with students and families.

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

There was disproportionality of low-performing groups due to lack of support at home when students were on Quarantine. Many students did not complete work or attend synchronous learning. Many parents were working and could not monitor their children when they were on quarantine.

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).

Because of the stresses of the Pandemic many professional learning days were cancelled to support teachers with extra planning time. PLC work was also lessened for teachers to have more planning time to complete tasks. There were times where half or more of students in a classroom were out ill or on quarantine, or a classroom was closed due to positive COVID cases. It was a challenge for teachers to implement fully the curriculum grade level standards to support all students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Foundational Skills training with Orton-Gillingham for K-3, SEL training focusing on Growth Mindset skills, TFs continue ELA intervention support, Add TFs for Math intervention Support, 4th-6th grades SWUN Coaching support, RAZ Kids for all grade levels to support students with leveled text practice for reading and comprehension. District provided Academic Instructional Coach to support teachers, Full time School Psychologist to support students that need extra support through IEPs etc. After School Supplemental Contracts to support English Learners and other Tier 2-3 students.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC Team agreed to these Budget items & Supports:

- 5 Teaching Fellows for push-in support during intervention block ELAAM
- 2 Teaching Fellows push-in support for Math PM for 9 teachers K-3/RSP teacher
- Site funded primary TSA
- Supplemental Contracts for After School Tutoring
- District funded intermediate TSA
- TSAs to support new teachers, PLCs, and T2-3 intervention
- Family Foundations Counselor
- One 8 hour HSL funded by District
- Instructional Academic Coach Funded by District
- Continue with school assemblies and celebrations to reward students in academics, reclassification attendance, and improvements with goals

2 ELAC:

ELAC representatives agreed to these Budget items and Supports:

- 5 Teaching Fellows for push-in support during intervention block ELAAM
- 2 Teaching Fellows push-in support for Math PM for 9 teachers K-3/RSP teacher
- Site funded primary TSA
- Supplemental Contracts for After School Tutoring to support ELs
- District funded intermediate TSA
- TSAs to support new teachers, PLCs, and T2-3 intervention
- Family Foundations Counselor
- One 8 hour HSL funded by District
- Instructional Academic Coach Funded by District
- Continue with school assemblies and celebrations to reward students in academics, reclassification, attendance, and improvements with goals

3 Staff:

All teachers provided input through a Nearpod Poll for SPSA and budget allocation with a response rate of 100%. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following to support student learning and behaviors:

- 5 Teaching Fellows for push-in support during intervention block ELAAM
- **Orton Gillingham teacher training to support teaching foundational reading skills for 8 K-3 teachers & RSP teacher**
- 2 Teaching Fellows push-in support for Math PM for 9 teachers K-3/RSP teacher
- Site funded primary TSA
- Supplemental Contracts for After School Tutoring
- District funded intermediate TSA
- TSAs to support new teachers, PLCs, and T2-3 intervention
- Family Foundations Counselor
- One 8 hour HSL funded by District
- Instructional Academic Coach Funded by District
- Continue with school assemblies and celebrations to reward students in academics, reclassification, attendance, and improvements with goals
- 4-6 Grades Teachers training for Math with SWUN

Action 1

Title: ELA Comprehensive Reading Instruction-Rti Support

[Action Details:](#)

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

By June 2023, the percentage of students who meet or exceed standards on the District i-Ready Diagnostic Assessment will increase by 7% from 18.15% to 25.25%. By June 2023, there will be a 5% decrease in students receiving Ds & Fs on their Report Cards.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

1. **i-Ready District Reading Assessment** 3X per year K-6 Grades
2. **PLC Common Formative Assessments based on Essential Learning:** At least 2 ELA & 2 Math CFA/FIAB & 1 CSA/IAB per Unit/Topic in ELA/Math
3. **IAB Quarterly 3rd - 6th grades for ELA & Math** to support student mastery of the State Standards
4. **Foundational Skills Assessment (FSA)-Kindergarten 3X per year**
5. **RAZ Kids Reading Practice for 1st-6th Grades Quarterly**
6. **Fluency Assessment:** Decided Upon by PLC team
7. **Formal/Informal Walkthrough Weekly Feedback focused on:**
 - **School-Wide Focus Professional Learning: Gradual Release Teaching Model-At least two opportunities for Collaborative Academic Conversations in every lesson**
 - *Clarity-Purpose of Learning with Challenging Content
 - *Ownership-Are students doing the thinking? All Participating?
 - *CFU-How do you know they are learning?
 - **Instructional Practice Guide Tenets:** Culture of learning, Challenging Content, and Ownership in the classroom learning; lessons focused on high quality text and integrate the grade level State Standards through listening to, reading, writing, and/or speaking about text(s)
 - **Classroom Foundations:** Objectives-Instruction Aligned-CFU/IAB, Closure, Ownership Productive Talk, Checking For Understanding Formative, Writing.
8. **Quarterly PLC Goal Setting: School-Wide-PLC-Classroom-Individual Student**
9. **Report Cards Ds & Fs Quarterly**
10. **Monitor small group learning 2X per month/quarterly** for student impact of intervention for Rti tier 2 & 3 students.
11. **Instructional Leadership Team will meet monthly** – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, FSA, CFA Data, i-Ready, Fluency Progress, Calibration of Grades, PLC Weekly Agendas

Owner(s):

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

Timeline:

1. 3X per year 1-6, 2X per year Kinder
2. Quarterly CFA/CSA/IAB
3. Quarterly ELA and Math
4. FSA Kinder 3X per Year
5. RAZ Quarterly
6. Quarterly as needed
7. Quarterly
8. Quarterly
9. Quarterly
10. 2X per Quarter
11. Monthly

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

- **Tier 1:** Quality first teaching and classroom based intervention that focuses on the grade level standards with support from our GVC, goal setting, checking for understanding, Classroom Foundations, common formative assessments and the Gradual Release Teaching Model
 - ***Clarity**-Purpose of Learning with Challenging Content
 - ***Ownership**-Are students doing the thinking? All Participating? Student Talk vs Teacher Talk?
 - ***Formal/Informal Checking for Understanding**-How do you know they are learning?
- McLane Region continue focus on TK-2nd grades foundational skills and 3rd - 6th grades continue to focus on SBAC Claims and Targets especially with Writing targets.
- **1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District**
- TSAs (primary & intermediate) to support PLC planning, data analysis, coaching/modeling, and intervention planning and support based on CFA data Tiers 2 & 3.
- **Orton Gillingham teacher training to support teaching foundational reading skills for 8 K-3 teachers & RSP teacher**
- ILT team will continue to provide input on our Intervention model and TSA roles as well as Shared Decision making with our school focus.
- **RtI Intervention Model: Tiers 1 & 2** support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/Pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle. Teaching Fellows will also be utilized during Tier 2 Intervention as a push-in support. (Monitoring and focus on our disproportionate students)
- **5 Teaching Fellows to support RtI Tiers 1-2 as a push-in during ELA intervention block for 1st - 6th grades and kindergarten as available.**
- RtI Tier 3 student support will mostly be pull-out during the after school Tutoring block or during the Non-Core blocks.
- **Teachers on Supplemental Contracts will support Tier 2-3 students in ELA/Math**
- Professional Reading for staff development
- Students pulled for Tier 3 supports will not miss Tier 1 Core instruction or Tier 2 Core support/interventions.
- **Technology resources such as additional laptops, replacement of headphones, maintenance of tablets, technology programs...**
- **Technology to support instructional delivery and student learning such as, tablets, projectors, document cameras, flat panels, headphones**
- **Materials and supplies to support our technology such as bulbs, cables, printing supplies, ink**
- **Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books, Wonders Intervention resources, additional/replacement of math materials**
- **Graphics for visuals to support and enhance our adopted curriculum for ELA, Math, and SEL**
- **Software and On-line Resources to enhance our adopted curriculum such as i-Ready, Starfall, ESG, RAZ Kids and other resources to support**
- **Tier 3 After School Tutoring** for students that have significant gaps in ELA and/or Math. Two TSAs will provide Tier 3 small group support for identified students during Non-Core blocks.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive ELA support
- Student goal setting with Class Goals for Lessons, CFA Assessments, IABs, CSA, i-Ready, SBAC, Data Chats will be done with teachers quarterly
- **Lease Copy Machine as funds are available.**
- **Quarterly Awards & Resources to celebrate our students**
- **Quarterly Rallies with Crazy Karen**
- **Extra Recess/Celebrations with incentives (Peace Works, School Specialty) for students meeting goals, including but not limited to Kona Ice, popsicles, pizza, etc.**
- **Credentialed/Classified Supplemental contracts provided to support additional services to students**
- **Celebration/Goal incentives/shirts**
- **Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL**

Specify enhanced services for EL students:

- After School Tutoring for K-6 grades ELL students using the Wonders Adaptive, Wonders Tier 2 and small group support by TFs as available.
- EL students will receive Integrated ELD and Designated ELD instruction to support and increase their language/reading development/comprehension to master the State Standards.
- EL students will be monitored and provided intervention and support as determined by ELPAC, CFA data, and formal/informal assessments
- RtI = 5 Teaching Fellows and 2 TSAs to support: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- Intervention is focused as a Push-in/Pull-out support except for Tier 3 intensive students which includes our

Specify enhanced services for low-performing student groups:

Students with Disabilities:

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

ELL:

ELLs during Non-Core blocks

- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards by CFAs, i-Ready, IABs...
- Reclassified students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all reclassified students

- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- Small Group support with teacher and/or Teaching Fellows as needed for ELA and Math
- After school Tier 3 intervention for ELL students
- Designated ELD small group support for language acquisition daily
- Integrated ELD throughout all lessons
- i-Ready reading and math differentiated support is provided for all students including ELL.
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

Action 2

Title: Math Comprehensive Instruction

Action Details:

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

By June 2023, the percentage of students who meet or exceed standards on the District i-Ready Diagnostic Assessment will increase by 7% from 15% to 22%. By June 2023, there will be a 5% decrease in students receiving Ds & Fs on their Report Cards.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. **i-Ready District Math Diagnostic Assessment** 3X per year K-6 Grades
2. **PLC Common Formative Assessments based on Essential Learning: At least 1 ELA & 1 Math CFA/FIAB & 1 CSA/IB per Unit/Topic in ELA/Math**
3. **IAB Quarterly 3rd - 6th grades for ELA & Math** to support student mastery of the State Standards
4. **Foundational Skills Assessment FSA-Kinder**
5. **Formal/Informal Walkthrough** Weekly Feedback focused on:

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

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

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

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

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

7. Report Cards Ds & Fs Quarterly

8. TSAs will monitor their small group instruction quarterly for student impact of Tier 3 intervention. Progress monitor students in small group instruction 2X per month.

9. Instructional Leadership Team will meet monthly – PLC Common Formative Assessments focused on the agreed-upon Essential Learnings with student work as evidence of learning, PLC Goal Setting Outcomes Quarterly, KAIG, CFA Data, Calibrate Grades. PLC Agendas

Owner(s):

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

Timeline:

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

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

- **Tier 1:** Quality first teaching and classroom based intervention that focuses on the grade level standards with support from our GVC, goal setting, checking for understanding, Classroom Foundations, common formative assessments and the Gradual Release Teaching Model Clarity of Learning-Ownership-CFU
- PLCs committed to 1 1/2 hour blocks for Math
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem
- Manipulatives will be provided to students to support them with learning the rigorous mathematical concepts. School Focus-Support Mathematical Conceptual understanding with the use of tools.
- **1 TSA K-3 funded by School & 1 TSA 4-6 grades funded by District**
- TSAs (primary & intermediate) to support PLC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tiers 2 & 3.
- **Rti Tiers 1 & 2** support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA/Learning Target data. Tier 2 Push-in/pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle if available for Math.
- **Rti Tier 3 Math student support will be mostly pull-out during the after school block by TSA, Teachers on Supplemental Contract, or during Non-Core blocks.**
- **2 TFs added to the afternoon to support with Math intervention block for 8 K-3 teachers and 1 RSP teacher**
- Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.
- Materials and supplies to support our technology such as bulbs, cables, printing supplies...
- **Technology resources and programs to supplement curriculum and support student learning i.e. Raz Kids**
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras...
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive math support
- **Graphics for visuals to support and enhance our adopted curriculum** for ELA and Math

- **Materials and supplies to enhance our adopted curriculum**
- Student goal setting with Class Goals for Lessons, CFA Assessments, CSAs, i-Ready, IABs, & SBAC Data Chats will be done with teachers quarterly
- **4th-6th grade teachers training with (Math Lesson Design-MLD) instructional model** to support students learning the grade level Math standards. **Substitute teacher support to learn from others.**
- **Lease Copy Machine as funds are available**
- **Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL**

Specify enhanced services for EL students:

- After School Tutoring for Tier 3 ELL students providing small group support by TFs and/or TSAs as available.
- ELL students will receive Integrated ELD and Designated ELD instruction to support and increase their language/reading development/comprehension to master the State Standards.
- ELL students will be monitored and provided intervention and support as determined by ELPAC, i-Ready, and CFA data.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSA K-3 funded by school) & (1 TSA 4-6 grades funded by District)
- 2 Teaching Fellows to support Math Intervention block
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards with CFAs, i-Ready, IABs, SBAC...
- Reclassified students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all Reclassified students

Specify enhanced services for low-performing student groups:

Students with Disabilities:

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

ELL:

- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- Small Group support with teacher and/or Teaching Fellows as needed for ELA and Math
- After school Tier 3 intervention with TSAs or TFs with ELL students in grades 2/3 & 4/5.
- Designated ELD small group support for language acquisition daily
- Integrated ELD throughout all lessons
- i-Ready reading and math differentiated support is provided for all students including ELL.
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

Action 3

Title: English Language Learner Instructional Plan TK-6 Grades

Action Details:

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

By May 2023, the percentage of ELL students that are reclassified will increase from 4% to 11%.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	--	---	---

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

- Designated and Integrated ELD Instruction to support access to the grade level State Standards
- Teachers will develop ELPAC goals and provide a data chat with students related to reclassification. Teachers will know each of their English Learner's status and support them learning specific skills and strategies to increase one or more levels on the 2022/2023 ELPAC.
- Professional learning emphasizing access for EL students to the CCSS and academic language utilizing the ELD Standards and driven by the ELA/ELD Framework.
- After School Tutoring for ELL with TSAs and/or TFs using Wonders Adaptive, i-Ready and small group learning with Wonderworks, and Rosetta Stone
- Teachers will provide small group support to ELL struggling readers daily during intervention with TF push-in support.
- Teachers will provide small group support for ELL struggling with math skills
- **2 TFs added to afternoon block to support Tier 2-3 EL students in Math**
- **Rti Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data. Tier 2 Push-in/pull-out support utilizing the TSAs when they are part of the PLC planning and implementation cycle.**
- **Rti Tier 3 student support will be mostly pull-out during the after school or Non-Core blocks. Students pulled for Tier 3 supports will not miss Tier 1 or 2 Core instruction or Core support/interventions.**
- ELPAC Assessors
- Orton Gillingham teacher training to support teaching foundational reading skills for 8 K-3 teachers & RSP teacher
- Technology for online use of integrated ELA/ELD resources, materials, and supplies to support ELA/ELD instruction.
- **Spanish Home School Liaison 8 hours**
- Digital Literacy Resources
- **Substitutes for peer observations and Coaching cycles**
- TSA to monitor and provide support with Rti and Teaching Fellows supporting ELLS
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology, Translators, Direct maintenance and repairs
- Quarterly Awards with celebrating our ELLs that have been reclassified.
- Quarterly Rallies with Krazy Karen for qualifying students
- Extra Recess/Celebrations with incentives for students meeting goals, including but not limited to Kona Ice, popsicles, certificates

Specify enhanced services for EL students:

- After School Tutoring for ELL students that need support with TF and/or TSA small group learning.
- EL students will receive Integrated ELD and Designated ELD instruction to support and increase their language/reading development/comprehension to master the State Standards.
- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial

Specify enhanced services for low-performing student groups:

Our two focus student groups are SWD and ELLs.

Students with Disabilities:

- SWD students will receive intervention with WonderWorks in small group and/or whole group learning. This

language development.

- EL students will be monitored and provided intervention and support as determined by ELPAC, SBAC, i-Ready and CFA data.
- RtI = 5 Teaching Fellows and 2 TSAs: (1 TSAK-3 funded by school) & (1 TSA4-6 grades funded by District)
- **2 TFs pm will be provided in the afternoons to support students in small groups for Math support**
- Intervention is focused as a Push-in support except for Tier 3 intensive students which includes our ELLs during Non-Core blocks
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards and prevent potential academic regression.
- Reclassified students will be celebrated at the Award's Assemblies Quarterly
- **Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, SEL**

will support students accessing the grade level State Standards with our Core curriculum. (RSP teacher)

- SWD students will be provided specialized instruction to support their IEP goals with the RSP teacher to support access to the grade level content standards.
- RSP teacher will meet weekly with PLC teams for planning for grade level content.
- i-Ready reading and math differentiated support is provided for all students including SPED.

ELL:

- ELL students will receive intervention/extra small group or 1X1 support during the 90 minute math block as needed.
- Small Group support with teacher as needed for ELA and Math
- After school Tier 3 intervention with TSAs/TFs with ELL students as available
- Designated ELD small group support for language acquisition daily
- Integrated ELD throughout all lessons
- i-Ready reading and math differentiated support is provided for all students including ELL.
- Monitoring RFEP students and conferencing with teachers of students that are not meeting standards and/or receiving Ds & Fs each semester to plan actions to support these students.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block during ELA and designated ELD.	14,476.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8750	TSA to provide support for PLCs and/or individual teachers to support with planning, instructional practices and intervention. TSA will train and supervise TFs to effectively support teachers and students during small group instruction.	132,608.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning in academics, behaviors, SEL, and attendance. Includes school-wide climate/culture to increase sense of school belonging, and spirit wear.	55,436.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and upkeep of school technology.	1,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to provide support to school when needed during planning and/or professional learning.	1,158.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250	TSA to provide support for PLCs and/or individual teachers to support with planning, instructional practices and intervention. TSA will train and supervise TFs to effectively support teachers and students during small group instruction.	18,944.00
G1A1	One-time School	Instruction	Teacher-Supp			Certificated supplemental contracts for planning and/or to support students in learning loss in academics, support in SEL, tutoring, intervention support, professional learning, staff development,	30,951.00
G1A1	One-time School	Instruction	Bks & Ref			: Site licenses for programs, software, on-line subscriptions to support students in ELA, Math, SEL	7,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supports to support student learning in ELA, Math, and SEL. Includes incentives for academics, behaviors, effort, and attendance. Includes school connectedness with campus beautifications, signage. **No food or incentives**	25,825.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum.	10,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Orton-Gillingham : Professional learning for teachers to support students in reading, math, and SEL. Includes Orton-Gillingham training.	12,500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support student	23,025.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Mat & Supp			learning in academics, behaviors, and SEL. Includes school-wide climate & culture/school spirit to increase sense of belonging.	23,025.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for ELA, Math, and designated ELD.	33,526.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs provided for coverage during SSTs, IEPs, observations, professional learning and planning.	7,219.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Printed resources such as posters, charts, certificates to support student learning in academics, behaviors, and attendance.	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors to support site	6,191.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for ELA, Math, and designated ELD.	40,748.00
G1A3	One-time School	Instruction	Bks & Ref			Professional reading for staff to provide student supports and strategies in academics, behaviors, and SEL.	1,000.00

\$422,607.00

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	✓		85.05 %	2021-2022	95.15 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Student-centered Real World Learning Experiences

Students in grades TK-6 will engage in a variety of district funded field trips and school clubs based on student interest and leadership opportunities to expand student centered, real-world learning opportunities. The key factors for student experiences include:

- Certificated and supplemental contracts for club/program sponsors; funding for materials and supplies as needed
- HSL to connect with families who do not respond and encourage parents of student participation. Home visits as needed to obtain permission slips.
- Time allotted at the beginning of the year for grade level planning of field trips
- Communication to families, in all languages, of the dates and need for chaperones to attend
- Student jobs during and after school with a job sponsor
- Dates scheduled on master calendar for district sponsored events such as grade level field trips, Bricks for Kids
- Weekly class meetings, Second Step curriculum to support students with problem solving skills
- Monthly Cultural Focus to learn different traditions and celebrations. Have guest speakers.
- Incorporating Guidelines for Success through school announcements and during "First 10 Days"; include on spirit wear, posters, signage throughout school as needed

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

Opportunities for student learning experiences were limited to a very small portion of students who were unable to attend field trips due to absences related to illness or other family obligations. A few were due to family decision to keep child at home due to safety concerns for out of town trips.

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).

As we enter an endemic phase, we will be able to promote student participation in school activities by providing parent meetings and conducting phone calls and home visits to parents to inform them of the district funded and

As we enter an endemic phase, we will be able to promote student participation in school activities by providing parent meetings and conducting phone calls and home visits to parents to inform them of the district and school funded opportunities offered to students. Dates will be calendared early in the year and communicated to families. Communication will be translated and sent via teacher communication platform, school website, and social media.

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 2022-23 SPSA.

No changes will be made to address this goal.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC Team agreed to these Budget items & Supports:

- Invite professionals from the community to speak to students during the after school program to motivate and mentor students
- Parent meetings with translators prior to out of town trips
- After school clubs with technology and sports
- Continue taking students on field trips
- 5 Teaching Fellows for push-in support during intervention block ELAAM
- 2 Teaching Fellows push-in support for Math PM for Some of our K-3 teachers
- Site funded primary TSA
- Supplemental Contracts for After School Tutoring
- District funded intermediate TSA
- TSAs to support new teachers, PLCs, and T2-3 intervention
- Family Foundations Counselor
- One 8 hour HSL funded by District

2 ELAC:

ELAC representatives agreed to these Budget items and Supports:

- Field trips for all grade levels
- Parent meetings with translators before to out of town trips
- Have former parents and students share experiences and thoughts about 6th grade camp
- Provide interpreters for parent meetings
- Babysitting for families attending parent meetings
- School jobs for students
- 5 Teaching Fellows for push-in support during intervention block ELAAM
- 2 Teaching Fellows push-in support for Math PM for Some of our K-3 teachers
- Site funded primary TSA
- Supplemental Contracts for After School Tutoring
- District funded intermediate TSA
- TSAs to support new teachers, PLCs, and T2-3 intervention
- Family Foundations Counselor
- One 8 hour HSL funded by District
- Instructional Academic Coach Funded by District
- Continue with school assemblies and celebrations to reward students in academics, reclassification, attendance, and improvements with goals

3 Staff:

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

- Time to plan for scheduling and arrangements at beginning of year
- Explanation and purpose of trip in Spanish and English
- HSLs to help call home when permission slips are not received
- 5 Teaching Fellows for push-in support during intervention block ELAAM
- 2 Teaching Fellows push-in support for Math PM for 9 teachers K-3/RSP teacher
- Site funded primary TSA
- Supplemental Contracts for After School Tutoring
- District funded intermediate TSA
- TSAs to support new teachers, PLCs, and T2-3 intervention
- Family Foundations Counselor
- One 8 hour HSL funded by District
- Instructional Academic Coach Funded by District
- Continue with school assemblies and celebrations to reward students in academics, reclassification, attendance, and improvements with goals
- 4-6 Grades Teachers training for Math with SWUN
-

Action 1

Title: Students provided with real-world learning experiences

Action Details:

Mayfair Elementary will increase student participation with district sponsored study trips and provide opportunities that expose students to real-world learning experiences. We will develop opportunities and student activities throughout the year that promote character and workplace competencies with the expectation of being College and Career Ready. .

By May 2023 there will be an increase of students participating in Study Trips that expose students to Careers and promote the importance of being College and Career ready. Student participation will increase for 3rd Grade 98% to 100% ***** 4th Grade 93% to 100% ***** 6th Grade 90% to 98%.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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

- PLC teams will schedule Study Trips and reserve buses at the beginning of the school year which will be put on the Master Calendar
- Student participation in activities/field trips will be logged into ATLAS engagement tool
- Student-centered events will be calendared at the beginning of the year (Red Ribbon Week, Career Day, Read Across America)

Owner(s):

1. Co-Admin/Teachers
2. Teachers

Timeline:

1. Quarterly
2. Ongoing

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

- Guest speakers and community readers during school-wide events such as Red Ribbon Week and Read Across America (Dr. Seuss Week)
- Provide newly enrolled students after first quarter with a school spirit shirt and assign a classroom peer to help with school adjustments
- Students in grades 4th-6th will be given the opportunity to apply and interview each semester for identified school jobs
- Career Day as staff are available for the planning of the event.
- HSL for translating, planning for parent meetings
- Direct Food Services for guest
- Spirit wear for student jobs, clubs, groups to increase school belonging and culture
- After school clubs based on student interest with extra pay contracts for sponsors
- Materials and supplies to be provided to support student engagement in character building and career opportunities

Specify enhanced services for EL students:

- As a result of our goal being 100% participation, our EL students are included in this target.
- Inform families of goal experiences during Title 1 Parent Meeting, ELAC, Parent Coffee Hour, SSC, and Back to School Night
- Translators during parent meetings
- Communications sent out in English and Spanish via weekly newsletter, social media, school messenger
- Student engagement data will be monitored for disproportionality

Specify enhanced services for low-performing student groups:

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

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	✓		54.24 %	2021-2022	25.24 %
Suspension Rate - Semester 1	✓		1.26 %	2021-2022	0.93 %

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

An increase of chronic absenteeism during the 21-22 school year was due to the increase of positive COVID-19 cases, being identified as a close contact, or class closure which resulted in quarantine. Also many parents decided to keep their child home when their child was identified as a close contact. Many students who were on Quarantine did not connect to virtual learning when at home or complete assignments.

The following actions from the year prior to COVID will continue to be implemented:

- Classroom incentive systems and recognition for perfect attendance; perfect attendance flags for classrooms with 100% attendance.
- Teachers monitor attendance and reward outstanding attendance at quarterly awards assemblies; certificates, t-shirts, medals/trophy.
- Attendance Meetings with attendance clerk or CWA
- CWA/TST team to identify Chronic or Severe Chronic and create plan for supports.
- Daily check-in with chronic absentees with T2/CWA support person
- HSL/CWA to go on home visits to clear attendance, update school on enrollment status, change of address
- Parent education around the importance of attendance during parent coffee hour, Back to School Night, Title 1 meeting

Suspension Rate

Return to in-person learning, prompted teachers to identify students in high need of SEL supports. TST team provided supports for students. Suspension rate dropped during the 21-22 school year due to the following actions:

- Consistent classroom management plan with rewards and incentives in majority of classrooms

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 Disproportionality with students was due to lack of working technology and/or wifi at home. Students placed on quarantine did not log in from home, or complete work assigned to them by teacher. Therefore absences were not cleared.

Suspensions A key factor to our suspensions this year is many students have returned to in person learning without learning basic behavior expectations and routines of school. Many students are needing coping skills that are usually taught in the early grades and many are needing social emotional supports. Due to school closures, students missed out on learning these basis skills. Suspended students also are in need of social emotional supports that have been initiated by our TST team.

- Implementation of T1 student supports in all classrooms; classroom/school rules, First 10 Days, use of CHAMPS, OLWEUS weekly, Class Circles, Second Step lessons weekly, Morning Meetings at least once a week, CHAMPS implemented school wide
- School-wide discipline assemblies provided at the beginning of each semester and as needed based on grade level and student needs
- School wide procedures and behavior expectations established and implemented
- Quarterly Celebrations with Krazy Karen to reward academics, attendance, and effort
- CCT team (MOB Squad) meets monthly to monitor areas of focus with data on behaviors/referrals to Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
- TST meets bi-weekly to monitor student behaviors, social emotional needs, and attendance in order to provide actions of support as needed; referrals to Tier II support, RP Counseling support, on site counseling with Family Foundations counselors or SSW and T2 Supervise Lunch Time activities offered for students in grades 1st-6th
- School-Wide incentives for "I Got Caught", "Golden Tickets" Student of the Month recognition and assemblies; pizza, certificates, etc with a focus on Character Traits and Growth Mindset
- Roving sub provided for monthly SSTs/IEPs meetings that provide students with academics, social/emotional, and/or behavioral concerns
- Referral process and levels of misbehavior implemented
- Behavioral binder to support teachers with T2 misbehaviors
- TSA to observe and support teachers with classroom management as needed
- Mustang Corral in each classroom; Guidelines for Success, School Rules, Anti-Bullying Rules, Mayfair school mission and vision statement
- School spirit items; spirit shirts, memorabilia to increase school connectedness
- Student Clubs
- Student School Jobs

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).

Student quarantine and class closures have made an impact on full implantation on the above actions. Students social-emotional needs were not meet during school closures resulting in high need for student supports when they returned to full time in-person instruction. Increase of chronic absenteeism due to class closures and positive COVID cases.

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 2022-23 SPSA.

- District provided full-time school psychologist to support with student needs.
- Monthly Cultural Heritage Focus with parent guests to share traditions, celebrations etc.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC representatives agreed to these Budget Items and Supports:

- Continue with school assemblies and celebrations to reward students in academics, attendance, and improvements
- After school clubs
- Perfect attendance incentives; certificates, shirts, medals
- After school events for families and students

2 ELAC:

ELAC representatives agreed to these Budget items and Supports:

- Perfect attendance incentives; certificates, shirts, medals
- After school events for families and students
- School spirit shirts for students
- After school clubs for all students

3 Staff:

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

- Supplemental Contracts for certificated/classified staff to sponsor clubs
- Evening events with families; include vendors such as Krazy Karen, Artist in Me,
- Materials and supplies family events
- School spirit shirts for all students
- Incentives for students/classrooms for attendance, behaviors, competitions

Action 1

Title: Increase Participation in Goal 2 Activities

Action Details:

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

By May 2023 there will be an increase of students engaged in Goal 2 activities to create a positive climate and connection to school, especially for our unique students. Student participation will increase from 41.4% to 50%.

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

- Quarterly engagement reports from ATLAS
- SEL Data gathered from referrals to TST and SST team
- Parent/Student/Staff Surveys
- Teacher surveys on school jobs and student performance

Owner(s):

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

Timeline:

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

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

ATLAS Engagement tool to monitor student participation for school wide events (family events, lunchtime activities)

Owner(s):

VP/HSL/Sponsor

Timeline:

7. Daily/Monthly

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

SWD

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

ELs

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

Action 2

Title: Decrease Out of School Suspension Rates

Action Details:

Mayfair Elementary will implement a tiered level of response for behavior supports. We will continue the implementation of our Climate and Culture components to create a school culture that is inclusive, teaches social skills and ways to deal with conflict respectfully to ensure campus safety and a positive environment for all students and staff.

Office Referral Levels of Misbehavior, Guidelines for Success, CHAMPS, Class Circles/OLWEUS, and Second Step lessons will be provided to promote personal responsibility and social skills resulting in fewer conflicts. Tier 1 implementation of weekly Class Meetings and Second Step lessons where various topics will be discussed to ensure students feel safe and connected to school and understand Mayfair rules and expectations. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions. Targeted student supports will be provided through our TST team with RP counselor, Tier II Intervention Specialist, and Tier III Counseling support with Family Foundations and Social Worker. Tier III SST individualized student interventions as needed.

By June 2023, the percentage of out of school suspension instances per 100 students will continue to decrease from 1.26% to .93%.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

1. Classroom Management Plans-Turn in August 2022. Use CHAMPS resource
2. MOB Squad CCT Team will meet Monthly to monitor areas of focus with Data on our behaviors, structures/procedures effectiveness of actions documented on Agenda
3. TST will meet bi-weekly to monitor student behaviors and provide actions of support as needed i.e. Counseling, Child Welfare & Attendance Specialist-Tier II, School Jobs...(Team Members: Social Worker, Counselor, RP counselor, School Psychologist, RSP teacher, OA, TSA, and Principal) Full time School Psychologist (provided by District) to support with SPED testing and supporting our students
4. Monitor Suspension & Office Referral Data Weekly and Post Monthly in PL Room Data Wall to discuss as a school team at PLs.
5. Office Assistant-Supports families of Chronic Absent students
6. RP Counselor to provide Restorative Circles to students as needed and Re-entry support with students coming back from suspensions.
7. SSTs & IEPs will be done monthly to support students with academic, emotional, and behavioral concerns. Substitutes will be provided to support teachers attending meetings.
8. Family Foundations Counselors will provide feedback monthly to Teachers and Principal on progress of students they are supporting in counseling.
9. Class Meeting/Second Step Teacher Verification Form will be turned in to District Quarterly as evidence of teaching these lessons weekly
10. Goal 2 activities will be inputted into ATLAS Engagement Tool to monitor student participation
11. Walkthrough data to ensure implementation of Class Meetings and Second Step curriculum
12. Walkthrough Data and feedback to teachers to increase positive interactions with students.

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

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

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

Tiered Level of Behavior Supports:

Tier I: School-wide implementation of Office Referral Levels of Misbehavior, Class Circles, Olweus, Second Step Lessons, Classroom Management Plans, CHAMPS, Parent Call/Conferences, Classroom Contracts as needed.

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

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

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

- August & January 10 Day Focus on Guidelines for Success Mustangs, CHAMPS/MAC in classroom, Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria behavior expectations
- August & January Behavior Expectations/Theme for Year Assembly
- August-Playground Expectations Rotation to directly teach students the rules on the playground and with equipment..
- September Olweus Kick-off Assembly & Kindness Theme to create a climate that supports kindness where we don't bully others.
- Goal 2 Clubs will be provided to support connections to school
- Second Step and Olweus Bullying Prevention Class Meetings weekly with Mayfair No Bullying rules posted in classrooms and around the school
- Character Trait and Growth Mindset Monthly Focus incorporated with Student of the Month
- Goal 2 Activities provided to engage students especially if they are At Risk
- Student Leadership with a supervisor to support decision making on activities etc

- School Jobs-Meaningful Work-Students with Attendance and Behavior will be supported with this work to provide a positive outlet and connection to school to increase attendance and increase positive behaviors.
- Citizenship Award's Certificate for students that model good character at quarterly Award's Assembly
- Chaplain Mentor 1st Grade Classrooms as available
- School-wide Incentives: I Got Caught Tickets, Positive Phone Calls Home, Golden Ticket/Incentive for great classroom lines
- Classroom Goal Setting with Behaviors and Academics-Krazy Karen Quarterly Reward for Attendance, Behavior, Effort/Academics
- School-wide Events to help students feel connected to school: Red Ribbon Week, Read Across America Week/Dr. Seuss, Pastries with Parents, Monthly Family Evening Events, Winter & Spring Programs, Athletics, Open House, Peach Blossom, Rallies before games/testing, Talent Show, Spelling Bee, Field Day, Study Trips
- Family Nights: Science-Math-Reading Nights, Krazy Karen family events, Paint Nights, Movie Nights, , ,
- Behavior expectations for Playground-Assembly-Lines-Playground Games-Dismissal-Arrival-Cafeteria
- Fund Family Foundations Counseling support for At-Risk students to support their social/emotional well-being for academic success.
- RP Counselor Support for students with Social/Emotional needs during lunch in Identified small groups and supporting suspension re-entries. Support with teaching Mindfulness to students.
- Tier 2 Intervention specialist will provide social skills support to students as identified through the TST team.
- Student Incentives to support student progress

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- SWD students will be encouraged by their teachers and calls will be made to parents to share about the importance and fun with joining a Club, Sports, and School Jobs to support them being connected to school.
- BSP contract
- Child Welfare & Attendance Specialist will provide social skills support to students as identified through the TST team.
- Tier 3 Counseling support for students as identified through the TST or SST process.

Action 3

Title: Decrease Chronic Absenteeism & Improve Attendance

Action Details:

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

Entering the endemic phase, by June 2023, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease to 20%.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

10. TST team to use PowerBI to identify SWDs and ELs chronically absent
11. Student Survey-Showing Connected to School

Owner(s):

10. TST team
11. CCT

Timeline:

10. Bi-weekly
11. Semester

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

- Rewards and incentives will be provided to students through drawings that will occur on a weekly basis during lunch; vendors include but not limited to PeaceWorks, pizza, grocery stores.
- School Jobs for 4th - 6th grade students are available through an interview process. Each job will have a supervisor to monitor.
- Student Clubs club sponsor will advertise clubs during lunch times in cafeteria to promote and sign-up additional students at recess; clubs will perform in order to recruit additional students during parent meetings
- Daily "Perfect Attendance" flag will be displayed when classrooms have perfect attendance for the day. Monthly grade levels/teachers of classrooms that have the highest perfect attendance % for the month earn a "Thank You" reward. School Jobs Flag Supervisor will monitor students and monthly reward.
- Teachers will keep track of Perfect Attendance students weekly and provide qualified students with tickets for weekly raffle at lunch.
- CWA and Office Assistant will monitor attendance of identified K-6th students with chronic absenteeism. They will make regular contact with each student and family, arrange for mentoring as needed, and provide incentives for improved attendance.
- Office Assistant will make calls daily to absent students/families. HSL will support as needed with home visits/phone calls home.
- Office Assistant will coordinate A2A meetings and document parent attendance. Principal will support these meetings as needed.
- CWA and HSL will make calls/home visits to families of students with chronic absences
- CWA meets weekly with students that have chronic absenteeism and provides incentives to students that have improved their attendance; daily check-in/check-out as needed
- Family Foundations counselor and SSW will develop student focus groups in order to support social/emotional needs, behaviors and attendance
- Activities throughout the school year for student and parent connection to school: Monthly Family Nights i.e. Paint Night, Movie Nights, Dance Nights, Bingo Night, Science night, reading night..
- School-wide events; Red Ribbon Week, Read Across Mayfair, Birthday, Book Fair, Pastries with Parents, Winter & Spring Programs
- Crazy Karen Quarterly Reward: Attendance, Behaviors, Effort/Grades
- Crazy Karen evening family events (Fall/Spring)
- Family Foundations Counseling provides individual and group counseling to support students with mental health needs.
- Restorative Practices Counselor supports re-entry students from suspensions and works with students using Second Step lessons.
- District Provided Social Worker organizes our mental health resources with the TST process with Family Foundations Counselors and School Psychologist. They work together to respond to student needs. The Social Worker also supports students with social/emotional needs.
- Quarterly Perfect Attendance Awards for students during awards ceremony; prizes for students with perfect attendance such as pencils, medals, trophies, dog tags, etc.
- School Psychologist supports our students during SST and IEP meetings as well as provides Wellness Plans for students that need extra social/emotional support.
- CWA will provide supports for social skills and monitor attendance data based on recommendations from TST team.

- Beautification of school, including signage, banners, etc. to increase school connectedness
- Student incentives for academics, effort, behaviors, attendance; include but not limited to PeaceWorks, Kona Ice

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental Contracts for classified staff for school projects	7,231.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling services to provide onsite social-emotional supports to identified students.	50,160.00
G3A2	Sup & Conc	Instruction	Student Incenti			Student incentives and awards for achievement and/or improvements in academics, attendance, and behaviors. Includes school-wide events, quarterly awards, and school spirit.	15,000.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage for travel including home visits and professional learning.	200.00

\$72,591.00

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	✓		87.59 %	2021-2022	88.69 %

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 - To provide a sense of belonging amongst the staff, Mayfair utilizes a variety of team building activities to collaborate and share ideas. These teams include, Whole School, PLC, ILT, and CCT. We also provide Community Building activities in our PLs and Staff Events i.e. potlucks, celebrations. Shared leadership with our Teams has increased a Sense of Belonging by valuing all voices in decision making. Our District Staff Survey in our organizational culture domain has shown a steady increase over the years. In 2016 Staff Survey was 66% and has moved up each year with a current actual score at 87.5%. The following actions will continue to be implemented in order to increase recruitment and retention for staff that reflects our diverse community:

- PL on Growth Mindset for students and staff
- Norms for meetings to ensure Respect and Voice of all Staff with our ILT, CCT, PLC...
- Processes in place for decision making with all staff: Anonymous Surveys, ILT, CCT, PLC Feedback...
- Primary and Intermediate TSAs to support PLCs with planning process and teachers as requested for coaching and student supports

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 - Mayfair staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training year two in order to ensure we continue to improve our inclusive practices with staff and students. Staff meetings were virtual this year for staff safety, all collaboration activities had to be adjusted due to the virtual meeting change.

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).

Due to staff safety, staff meetings, including PLC, ILT, and all meetings were virtual and during second semester were very limited. Not all practices or collaboration activities were fully implemented. Because of the varied schedules of Classified Staff, some have missed the DEI Year 1 and 2 trainings. We will commit to working with the district and the Mayfair staff to ensure all staff complete this important training especially our NTAs.

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 2022-23 SPSA.

- More Staff Celebrations with quarterly luncheons, fun staff activities...
- Norms for meetings to ensure Respect and Voice of all Staff with our ILT, CCT, PLC...

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC Team agreed to these Budget items & Supports:

- 5 Teaching Fellows for push-in support during intervention block
- Site funded primary TSA
- District funded intermediate TSA
- Programs for students that focus on cultures
- T2 intervention to support with student behaviors and attendance
- Family Foundations Counselor
- Continue with school assemblies and celebrations to reward students in academics, attendance, and improvements

2 ELAC:

ELAC Team agreed to these Budget Items & Supports:

- Celebrate different cultures
- After school events for families and students
- Family Foundations Counselor continues to support many children and their families
- HSL help families with translations and resources

3 Staff:

All teachers provided input through a Nearpod Poll for SPSA and budget allocation with a response rate of %. Teacher feedback was also shared with our SSC and ELPAC members. Staff agreed to the following to support teacher retention and recruitment:

- Site funded primary TSA
- TSAs to support new teachers, planning with PLCs
- T2 intervention for student behaviors, attendance
- Funding for Family Foundations Counselor
- PLs around the following areas :Designated/Integrated ELD which includes available resources, language needs, etc.
- Continue to refine current practices (Teacher Clarity, Item Specifications, Essential Learning, Gradual Release Teaching Model etc).
- Social Emotional Learning and supports for T2 behaviors Using i-Ready data and resources to support students
- SST/IEP days with a roving sub
- Staff retreat
- PL and focus on Growth Mindset; continue to include with student of the month
- Community Building
- Monthly cultural celebrations/focus to celebrate student and staff cultures, languages, ethnicities
- food/snacks during meetings

Action 1

Title: Building a Collaborative and Inclusive Culture for Staff

Action Details:

Through our Professional Learning Community with teachers and our school community, we will continue to build a collaborative and inclusive culture through shared decision making, goal setting, and collective commitments. Communities include Whole Staff, Professional Learning Communities, (PLCs), Instructional Leadership Team (ILT) and the Climate/Culture Team

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

Explain the Progress Monitoring and data used for this Action

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

- PLCs will continue to focus on instructional goals with Essential Learning and plan with inclusive teaching practices
- PLC Agendas uploaded on Teams
- PLCs will integrate strategies into their lessons with Focused Attention Practices that Calm and Prime the brain for learning
- Continue to develop Growth Mindset skills with students
- Professional Learning Development during Buyback Days, and Staff PL meetings, focused on district and site goals, Growth Mindset strategies
- Classroom technology and programs to support student engagement and learning

Owner(s):

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

Timeline:

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

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

- Intentional hiring practices to support our community i.e. diverse staff to match our student population, the need for full time HSL.
- Vertical Articulation across grade levels
- Growth Mindset Strategies integrated within lessons
- PLCs use Common Formative Assessments to monitor and plan for differentiated learning
- PL with SEL skills and calming and attention focused practices
- Norms for meetings to ensure Respect and Voice of all Staff with our ILT, CCT, PLC...
- Processes in place for decision making with all staff: Anonymous Surveys, ILT, CCT, PLC Feedback...
- Aligned curriculum that assesses student progress
- Cultural literacy illustrated in classrooms that support a student-centered learning experiences
- Teachers using a Blended Learning approach with technology to engage students and differentiate learning
- TSAs to support PLCs and individual teachers with planning and implementation, intervention
- Food, incentives provided during day long meetings, trainings to increase collaboration
- Monthly celebrations/studies of cultures representing community; Black History Month, Women's History, Hispanic Heritage, Hmong New Year, etc.

Specify Professional Development or Staff Services to support EL students:

- Professional Learning support ELs access to the ELA and Math standards using Academic Language
- After School Tutoring
- Tier 2/3 small group support as needed
- Integrated and Designated ELD

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

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

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Copier Maint			Upkeep and maintenance of school Xerox machines.	2,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Food services provided during staff meetings, luncheons, celebrations.	2,000.00
G4A1	One-time School	Instruction	Travel			Conferences and travel for continued professional learning in ELA, Math, ELD, SEL, and PLC supports.	2,000.00

\$6,000.00

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	✓		93.72 %	2021-2022	95.82 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

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

Key Factors include:

- Full time SWW to help families with outside resources as requested
- HSL to do home visits and interact daily with families; provide translating both verbally and in writing; plan for and set up for parent meetings including Monthly Parent Coffee Hour and Parent University
- Monthly family evening events with Krazy Karen; include materials and supplies to promote family interaction during events
- Classified contracts for translators for teacher/parent conferences and throughout the year as needed
- Parent Meetings/events promoted through School Messenger, fliers home, marquee, teacher/school communication platform, bulletin board; Canva, Facebook page and school website to post announcements
- Parent Volunteer luncheon, recognition ceremony with certificates
- Family activities throughout the year; Pastries with Parents, Winter/Spring Program, family dances
- Monthly Family Heritage Celebrations-Parents (Guest Speakers) can share about their traditions, foods, costumes...

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

Key factors that contributed to inequities this year were that family/parent meetings were virtual due to COVID and staff/family safety. Meetings were held on Teams this year including awards assemblies, SSC and district meetings. Many families are not yet familiar with Teams or do not have the appropriate technology at home to join meetings from home.

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).

Many of our parent monthly celebrations, Parent Coffee, Back to School Night etc. had less attendance than in past due to COVID-19 restrictions of in-person events. Even though many of our events continued on Teams, many parents had trouble attending because of work, wifi issues, and /or no technology.

The following budget expenditures were funded by Title 1 last year and will continue to be funded this next school year to support continued growth: Family Foundations Counselor and materials and supplies to support students and parents during family meetings.

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 2022-23 SPSA.

- Per district agreement, our current 6 hour HSL will now become an 8 hour HSL.
- Monthly Family Heritage Celebrations-Parents (Guest Speakers) can share about their traditions, foods, costumes...

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC Team agreed to the following Budget items & Supports:

- Monthly family, evening events, include vendors such as Krazy Karen, Artist in Me
- Family Foundations Counselor continues to support many children and their families
- One 8-hour HSL to help families with translations and resources, planning for meetings
- Father/Daughter; Mother/son dances
- Pastries with parents
- choice of having meetings virtual for families
- Monthly Family Heritage Celebrations-Parents (Guest Speakers) can share about their traditions, foods, costumes...

2 ELAC:

ELAC representatives agreed to the following Budget Items & Supports:

- perfect attendance incentives, rewards for students
- Family Evening events; Krazy Karen, Paint Night
- Family Foundations Counselor to support families and students
- HSL to help families with translations and resources
- Parent recognition for volunteers
- Pictures for families at school events like Santa and Valentines, Dances
- Parent Coffee Hour
- Classes with Parent University
- Monthly Family Heritage Celebrations-Parents (Guest Speakers) can share about their traditions, foods, costumes..

3 Staff:

Staff google survey showed agreements to the following Budget Items & Supports:

- Family Foundation Counselor
- Full time SSW
- Krazy Karen as an incentive for family evening events
- T2 Specialist to connect with families regarding attendance supports and behaviors
- One 8-hour HSL for site to support with translating, meetings, and family communications
- Monthly meetings with families to discuss school and community resources, attendance, academics
- Monthly Family Heritage Celebrations-Parents (Guest Speakers) can share about their traditions, foods, costumes...

Action 1

Title: Opportunities for Parent Engagement

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

- Attendance during Parent Coffee Hours
- Parent Classes through Parent University
- SSC, ELAC Meetings (Four times a year)
- Data from Family Climate/Culture Surveys
- Parent/Teacher Conferences
- Back to School Night, Title 1 Meeting, Open House
- Monthly Family events
- Opportunities for volunteering in the classroom or chaperone
- Quarterly Assemblies for academics, behavior, attendance
- Monthly Student of the Month recognition focus on Character Counts and Growth Mindset

Owner(s):

Administrative Team
 Climate and Culture Team
 Teachers, Students, Parents
 HSL

Timeline:

Ongoing data collection on parent participation rates using various sources:

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

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

- **Student Academics:** Quarterly awards assemblies to include academics and attendance student recognition, Parent-Teacher conferences, ongoing communication with families through teacher communication platform (Class Dojo, Remind, etc), Monthly SSTs with a roving sub to support students with academic and/or social emotional concerns; School Wide incentives for students following Guidelines for Success, perfect attendance, improvement in academics, Family Foundations Counselor to support identified students with social emotional needs. Parent University Trainings to support with trainings on Parenting and supporting students at school with curriculum. EL Parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring, and at Parent Coffee Hour/ELAC meetings; HSL to plan for parent meetings and translations as needed
- **Student Centered and Real-World Learning:** Student of the Month with a focus on character competencies and Growth Mindset, parent communications through Parent Canva, email, teacher communication platforms; participation of all students in Goal 2 events including opportunities for parent chaperones.
- **Student Engagement:** Increased opportunities in Goal 2 activities K-6th, supplemental contracts for staff to sponsor Goal 2 opportunities; POs for events including but not limited to Fun Works and the Artist in Me; TST team to meet and plan for student supports for identified students; School-wide events to increase student connectiveness to school such as but not limited to Red Ribbon Week, Read Across America; School Clubs/Groups, Field Trips and athletic programs; school spirit activities/rallies which include student and staff spirit shirts and materials; 3:1 positive interactions; First 10 Days each semester, morning greetings from teacher; Morning meetings at a minimum of once per week, use of CHAMPS schoolwide and Second Step
- **Monthly Heritage Celebrations**-Have guest speakers (parents) share about their heritage through food, dress, celebrations etc.

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

- Special Recognition of ELL Reclassified students at Award's Assemblies
- Reclassified students monitored quarterly ELLs will be recognized when meeting quarterly goals
- Awards and incentives to recognize EL parent involvement in ELAC and other parent activities.
- Goal 2 Activities
- Tiered Level of Supports
- School Jobs encouraged to connect to school and adults
- HSL to support EL students and families with translations, home visits, and outreach, Bilingual resources for parents
- HSL to coordinate and calendar Parent University and Parent Coffee Hour; topics to include importance of attendance/attendance matters. Also to support parents engaging in the SPSA, ELAC etc. to get their input in supporting our EL students with resources and services. .
- Social Worker to support students and families needing outside supports

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

- SWD students will be encouraged by their teachers and calls will be made to parents to share about the importance and fun with joining a Club, Sport, School Jobs to support them being connected to school.
- Child Welfare & Attendance Specialist-Tier II will provide social skills support to students as identified through the TST team.
- Tier 3 Counseling support for students as identified through the TST or SST process.
- Incentives will be used to encourage improvement on attendance
- Student attendance meetings to occur with office assistant and Child Welfare & Attendance Specialist-Tier II to get to the root of why students are chronically absent; referral to SSW or TST team based on need in order to provide resources to family

- Family Foundations Counselors to provide supports to students identified through TST process
- Restorative Practices Counselor will work with identified students chronically absent during small group SEL instruction.
- EL Parent support in sustaining EL students' home language and developing multilingual proficiency.
- Tier II specialist to work with families struggling with attendance and provide supports based on academic and social emotional needs

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to increase family engagement in their child's education. **No food or incentives**	2,288.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified staff to provide babysitting as needed during parent meetings.	392.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			Food provided during parent meetings.	500.00

\$3,180.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0325 Mayfair Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block during ELA and designated ELD.	14,476.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8750	TSA to provide support for PLCs and/or individual teachers to support with planning, instructional practices and intervention. TSA will train and supervise TFs to effectively support teachers and students during small group instruction.	132,608.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning in academics, behaviors, SEL, and attendance. Includes school-wide climate/culture to increase sense of school belonging, and spirit wear.	55,436.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance and upkeep of school technology.	1,000.00
G1A1	Sup & Conc	School Administration	Crt Supr-Sub			Administrative sub to provide support to school when needed during planning and/or professional learning.	1,158.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250	TSA to provide support for PLCs and/or individual teachers to support with planning, instructional practices and intervention. TSA will train and supervise TFs to effectively support teachers and students during small group instruction.	18,944.00
G1A1	One-time School	Instruction	Teacher-Supp			Certificated supplemental contracts for planning and/or to support students in learning loss in academics, support in SEL, tutoring, intervention support, professional learning, staff development,	30,951.00
G1A1	One-time School	Instruction	Bks & Ref			: Site licenses for programs, software, on-line subscriptions to support students in ELA, Math, SEL	7,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supports to support student learning in ELA, Math, and SEL. Includes incentives for academics, behaviors, effort, and attendance. Includes school connectedness with campus beautifications, signage. **No food or incentives**	25,825.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology and software to support student learning and access to the curriculum.	10,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Orton-Gillingham : Professional learning for teachers to support students in reading, math, and SEL. Includes Orton-Gillingham training.	12,500.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support student learning in academics, behaviors, and SEL. Includes school-wide climate & culture/school spirit to increase sense of belonging.	23,025.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for ELA, Math, and designated ELD.	33,526.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs provided for coverage during SSTs, IEPs, observations, professional learning and planning.	7,219.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Printed resources such as posters, charts, certificates to support student learning in academics, behaviors,	1,000.00

G1A3		Instruction	Direct-Graph	and attendance.	1 000 00
G1A3	LCFF: EL	Instruction	Teacher-Supp	ELPAC Assessors to support site	6,191.00
G1A3	LCFF: EL	Instruction	Subagreements	California Teaching Fellows Foundation : TFs to provide push-in supports during intervention block for ELA, Math, and designated ELD.	40,748.00
G1A3	One-time School	Instruction	Bks & Ref	Professional reading for staff to provide student supports and strategies in academics, behaviors, and SEL.	1,000.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup	Supplemental Contracts for classified staff for school projects	7,231.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements	Family Foundation Services : Counseling services to provide onsite social-emotional supports to identified students.	50,160.00
G3A2	Sup & Conc	Instruction	Student Incenti	Student incentives and awards for achievement and/or improvements in academics, attendance, and behaviors. Includes school-wide events, quarterly awards, and school spirit.	15,000.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag	Mileage for travel including home visits and professional learning.	200.00
G4A1	Sup & Conc	Instruction	Copier Maint	Upkeep and maintenance of school Xerox machines.	2,000.00
G4A1	Sup & Conc	Instruction	Direct-Food	: Food services provided during staff meetings, luncheons, celebrations.	2,000.00
G4A1	One-time School	Instruction	Travel	Conferences and travel for continued professional learning in ELA, Math, ELD, SEL, and PLC supports.	2,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials and supplies to increase family engagement in their child's education. **No food or incentives**	2,288.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Classified staff to provide babysitting as needing during parent meetings.	392.00
G5A1	LCFF: EL	Parent Participation	Direct-Food	Food provided during parent meetings.	500.00
					\$504,378.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,924.00
Sup & Conc	7090	\$224,652.00
LCFF: EL	7091	\$90,000.00
One-time School	7099	\$122,802.00
Grand Total		\$504,378.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$422,607.00	
G3 - Increase student engagement in their school and community	\$72,591.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$6,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,180.00	
Grand Total		\$504,378.00