

**Mayfair Elementary**

10621666006407

Principal's Name: Faviola Perez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Fabi Perez', with a long, sweeping horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

**Consolidated Program Assurances**

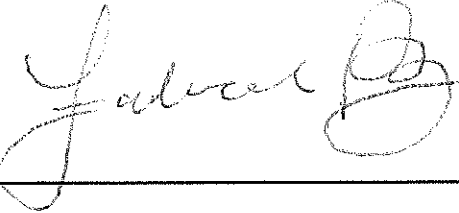

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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 - Faviola Perez	X				
2. Chairperson - Olivia Guzman				X	
3. Diana Velasquez		X			
4. Lyle Patty		X			
5. Darlene Melander – Ellis		X			
6. Susana Cabrera			X		
7. Maria Jimenez				X	
8. Rosario Hoyos				X	
9. Ana Bejar				X	
10. Pheng Ly				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: <b>Mayfair Elementary</b>			
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 recommended that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	Faviola Perez		3/12/25
<b>SSC Chairperson</b>	Olivia Guzman		3-12-25

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

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

FY 2025/26

Mayfair - 0325

**ON-SITE ALLOCATION**

3010	Title I	\$75,900 *
7090	LCFF Supplemental & Concentration	\$236,004
7091	LCFF for English Learners	\$93,324

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$405,228</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,200
Program Budget	\$73,700
Total Title I Allocation	\$75,900

**ESSA Assistance Status: Not Identified for Assistance**

## Mayfair Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (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		18.3 %	11.2 %	2023-2024	15.3 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		42.4 %	2023-2024	65 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			46.5 %	2024-2025	60.6 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			54.2 %	2024-2025	60.64 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)			63.6 %	2024-2025	60.74 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			51.2 %	2024-2025	60.3 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			52.5 %	2024-2025	60.63 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)			75.3 %	2024-2025	60.85 %
SBAC ELA - Average distance from standard	✓	-43 pts	-34 pts	2023-2024	-19 pts
SBAC ELA - percentage of students met/exceeded standard	✓	34.1 %	35.6 %	2023-2024	40.6 %
SBAC Math - Average distance from standard	✓	-50 pts	-39.7 pts	2023-2024	-24.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	28.6 %	31.1 %	2023-2024	36.1 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Goal, students are not performing on grade level in ELA and Math in SBAC and iReady. Specifically, the following major student groups are underperforming: English learners, Students with disabilities, and RSP.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

**Limited Language Proficiency (EL Students):** Language barriers can significantly impact understanding and application of ELA and Math concepts, affecting performance on assessments like SBAC and iReady.

**Newcomer Academy or targeted language acquisition program:** without a newcomer academy our recently arrived EL students who have little to no English proficiency struggle to access grade-level content.

**Unmet Individualized Needs (SWD and RSP Students):** Students with disabilities (SWD) and those in Resource Specialist Programs (RSP) may not be receiving adequate individualized support or accommodations tailored to their specific learning needs, impacting their ability to perform on grade level and inadequate supports for students with disabilities,

These factors highlight the need for targeted, differentiated instructional strategies and supports for these students.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

**To address underachievement in ELA and Math among key student groups, the following needs must be met:**

**Limited Language Proficiency (EL Students)**

**Needs:**

- Designated and Integrated English Language Development (ELD) Instruction: Ensure EL students receive daily, structured ELD instruction that is differentiated based on proficiency levels.
- Professional Development for Teachers: Train teachers in curriculum and training in scaffolding to make grade-level content accessible to EL students.
- Increased Access to Instructional Materials: Provide bilingual texts, visual supports, and technology-based language acquisition programs (e.g., Systematic ELD, Rosetta Stone).
- Extended Learning Opportunities: Offer after-school and/or summer ELD boot camps to accelerate language acquisition.

**Lack of a Newcomer Academy/Targeted Language Acquisition Program**

**Needs:**

- Structured Newcomer Support Program: Establish a Newcomer Academy or Cohort Model where recently arrived ELs receive intensive, foundational English instruction alongside content-area support (Systematic ELD curriculum)
- Language Immersion and Scaffolding Strategies: To enhance comprehension, use sentence frames, graphic organizers, and peer language models.
- Social-Emotional & Cultural Support: Provide mentoring programs and socio-cultural orientation to help newcomers adjust.
- Parent Engagement & Resources: Offer family literacy nights, translated communication, and workshops on supporting students at home.

**Unmet Individualized Needs (SWD and RSP Students)**

**Needs:**

- Strengthen Implementation of IEPs and 504 Plans: Ensure accommodations and modifications are fully implemented and monitored in general education settings.
- Co-Teaching and Inclusion Models: Increase collaborative teaching practices between general education and special education teachers. Push in by RSP teacher.
- Targeted Intervention Programs: Provide structured, research-based interventions in reading and math (e.g., Corrector Reader).

These targeted supports will help close achievement gaps and promote equity.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: ELA Comprehensive Reading Instruction-MTSS

Fully Implemented

The action was fully implemented. Our reading specialist is funded through our literacy grant and she provided intervention block for K-2 for literacy. Our TSA, instructional coach, and TF's provided support 4-5 times per week in grades K-6th.

### Action 2: Math Comprehensive Instruction

Partially Implemented

Teaches used the Math GVC but we did not implement targeted small group support and intervention, due to not having enough personnel and time in the schedule. It was hard to dedicate time for intervention and adjust schedules to include structured intervention blocks within the school day for targeted math support.

### Action 3: English Language Learner Instructional Plan TK-6 Grades

Fully Implemented

EL Students received integrated ELD and designated ELD instruction to support and increase their language reading development/comprehension to master the standards. EL progress monitoring occurred once a semester through ELLEVATION to ensure that students are mastering the grade level standards.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Action 1: ELA Comprehensive Reading Instruction-MTSS

Partially Effective

#### Increase in i-Ready Diagnostic #2 Scores (Goal: 31% → 36%)

- Effectiveness: Partially Effective
- Explanation: The final data should be checked against the target. If the percentage of students meeting/exceeding expectations improved but did not fully reach the goal of 36%, the action was partially effective. Factors like the quality of intervention support and consistency of differentiated instruction may have impacted the progress.

#### Increase in SBAC ELA Scores (Goal: 29% → 34%)

- Effectiveness: Partially Effective
- Explanation: The actual SBAC data shows 35.6% of students met/exceeded standards, which slightly surpasses the goal of 34%, indicating progress. However, some subgroups, such as English Learners (9.5%) and Black/African American students (25%), performed below the target, showing that additional targeted support is needed for certain student populations.

#### Overall Assessment:

Partially Effective overall—goals related to SBAC scores were met or close to being met, but gaps remain for struggling subgroups.

Ineffective for certain groups—English Learners and Students with Disabilities did not show significant gains, meaning the intervention may not have adequately addressed their needs.

#### Action 2: Math Comprehensive Instruction

Partially Effective

##### **i-Ready Diagnostic #2 Scores (Goal: 21.8% → 26.9%)**

**i-Ready Growth: Partially Effective** – Growth is occurring, but proficiency rates need further improvement.

- **Observations:**

% of Students On or Above Grade Level: 34.6% for all students (higher than the 26.9% goal).

% Meeting Typical Growth: 63.2% of students.

% Meeting Stretch Growth: 44.9% of students.

##### **Effectiveness Rating: Partially Effective**

More than one-third of students are on/above grade level, exceeding the goal.

The high percentage of students meeting typical and stretch growth suggests effective interventions.

However, progress monitoring should continue to ensure more students reach proficiency rather than just grow.

- SBAC Performance: % Meeting/Exceeding Standards (Goal: 21.8% to 26.9%)
- SBAC Growth: Effective- The overall percentage (30.3%) exceeds the 28.6% target.

All Students: 30.3% (Above the 28.6% goal)

Hispanic: 32.1%

Socioeconomically Disadvantaged: 30.3%

Students with Disabilities: 12.9%

English Learners: 19.1%

Reclassified Fluent English Proficient: 55.4% (highest performance)

##### **Effectiveness Rating: Effective**

The overall percentage (30.3%) **exceeds** the 28.6% target.

Key subgroups, including Hispanic and socioeconomically disadvantaged students, also surpassed this goal.

English Learners (19.1%) and Students with Disabilities (12.9%) remain below expectations, indicating a need for additional intervention.

#### Action 3: English Language Learner Instructional Plan TK-6 Grades

Partially Effective

##### **Are English Learners Making Adequate Progress:**

**Yes, but not at the expected pace.**

- In math, English Learners improved 20.4 points but remain far below standard (-66.5).

- In ELA, English Learners improved only 11.2 points and remain 76 points below standard.
- Recently Reclassified English Learners (RFEP) showed significant growth, with 42.1 points in math and 42.6 points in ELA, meaning students who reclassify perform well.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

**SBAC in ELA students who meet/exceed:**

**Strengthen Small Group Instruction**

- Increase daily targeted small-group instruction based on CFA, i-Ready, and SBAC data.
- Use flexible grouping to ensure students receive instruction at their level with clear scaffolding to move them forward.

**Emphasize Higher-Order Thinking & Rigor**

- Ensure that every lesson integrates critical thinking, productive struggle, and real-world problem-solving.
- Move beyond procedural skills—prioritize conceptual understanding in math and text analysis in ELA.

**Strengthen Foundational Literacy for Below-Level Readers**

- Implement systematic phonics and fluency interventions for early readers.
- Provide structured vocabulary development & comprehension strategies for struggling students.

Expand structured writing instruction aligned to SBAC's focus on claims, evidence, and reasoning.

**SBAC in Math students who meet/exceed:**

**Increase Student Discourse & Engagement in Math**

- Require students to explain & justify their thinking in all lessons

**Strengthen Math Intervention & Acceleration**

- Implement a math intervention block for struggling students.
- Ensure daily fluency practice to build automaticity in basic skills.

**EL students making adequate progress:**

- Strengthen ELA instruction for English Learners (reading comprehension, academic vocabulary, structured writing).
- Provide targeted language development interventions focused on increasing oral and written proficiency.
- Use data-driven small-group instruction to close ELA gaps more aggressively.
- Increase exposure to grade-level text and scaffold instruction for complex texts.
- Monitor English Learner progress closely and adjust instruction to accelerate growth in ELA.

**Section D: 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.

SSC:

- Continued Social Emotional supports for students
- Incentives for students for academics, behaviors, and attendance
- After school tutoring for struggling students
- Reading homework across all grade levels and classrooms
- Family evening events
- Continue to include families during student quarterly awards and student of the month
- Incentives for students for academics, behaviors, and attendance
- Continue to beautify campus
- TSA to support newcomers
- Reading specialist to support struggling readers

ELAC:

- Include reading logs for homework in all classrooms to reinforce the importance of reading every day
- Continued Social-Emotional Support for students; appreciated adding the Restorative Practices Counselor full time
- Increase paper/pencil homework instead of laptop usage. Parents feel students are not practicing penmanship enough
- Incentives for students for attendance, behaviors, and academics; certificates, prizes, treats
- Families invited to school events such as Student of the Month
- Offer different meeting times to accommodate parent's work schedule
- Support for struggling readers; after school tutoring
- After school events; family dances
- Assemblies to recognize student achievement
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings

Staff:

- Catering for events
- Prizes for parents attending events
- Send home fliers for parent meetings: monthly schedule
- Use teacher communication platform to send home fliers
- Shared decision making
- Cultural Celebrations
- Monthly Treats for staff by school teams
- Staff recognition
- Supplemental contracts for after school intervention
- TSA to support students in academics including ELD and Newcomers
- Accelerated Reader to motivate older students
- Incentives for students in academics, behaviors, and attendance
- RP counselor full time
- Subs for PLC planning at the beginning of each semester
- Roving subs for SSTs and IEPs
- Technology and software to support students in math and ELA
- Increase of school wide events such as Red Ribbon Week, Read Across America, guest speakers
- More emphasis on SEL including "First 10-Days" and schoolwide expectations

Action 1 :

## TK-6 Comprehensive Reading & Intervention Program

Action Details:

Mayfair's Professional Learning Communities (PLCs) will implement a TK-6 comprehensive reading program, with a strong emphasis on early literacy and foundational skills for PK-2 students. PLCs will utilize the Guaranteed Viable Curriculum (GVC) to establish school-wide reading strategies and interventions, ensuring that all students are reading at grade level by 3rd grade.

ELA instruction and PLC collaboration for grades TK-6 will be guided by the **Instructional Practice Guide (IPG) Tenets 2B, 2C, 3, and 4:**

- **Tenet 2B (Challenging Content):** Lessons will integrate standards through oral and written questions and tasks that enhance text comprehension and meaning-making.
- **Tenet 2C (Challenging Content):** Foundational skills instruction will develop critical literacy skills that support comprehension.
- **Tenet 3 (Ownership):** Students will take responsibility for their learning by engaging in critical thinking and active participation.
- **Tenet 4 (Every Student):** Instruction will be tailored to meet the specific needs of students, closing reading gaps through targeted support and interventions.

To support English Learners (ELs) in achieving reclassification, differentiation strategies and targeted supports will be implemented, ensuring language development and academic success.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

**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.**

Teachers in grades K-6 will implement the following supports for all students:

- Core Reading Block: Instruction will follow the Guaranteed Viable Curriculum (GVC) in reading and writing.
- Technology Integration: Technology will support student learning of the Common Core State Standards.
- Materials and Supplies: Funds will support the purchase of instructional supplies, including supplementary materials for ELA and Math.
- Goal-setting, Incentives: Materials will be purchased to support academic goal-setting based on district and state assessments.
- Classroom Incentives: Incentives will be provided to meet academic and behavioral goals.
- ELD Reclassification Recognition: Recognition will be given to students and families who meet reclassification criteria.
- Substitutes: Substitutes will be provided for instructional talks, data analysis, and IEPs/SST Sub day, as well as for two PLC planning days.
- PLC Planning: Funds will support one planning day (8 hours) outside the instructional day for PLC teams.
- Professional Learning: TSA and instructional coach will support professional learning in ELA, Math, Newcomers.
- Parent Engagement: Funds will support materials, refreshments, babysitting, and translators for parent engagement activities.
- Climate and Culture Specialist: This position will support teachers with classroom management, observations, and feedback.
- Professional Learning Opportunities: As funding allows, professional development in ELA and Math will be explored.
- Technology resources such as additional laptops, replacement of headphones, maintenance of tablets, technology programs...
- Materials and supplies to support our technology such as printing supplies, ink.
- Materials and supplies to enhance our adopted curriculum such as Wonders theme-related novels, picture books, Wonders Intervention resources, and additional/replacement of math materials.
- Software and Online Resources to enhance our adopted curriculum such as Starfall, ESGI, RAZ Kids, AR, Nearpod and other resources to support as needed.
- Lease Copy Machine as funds are available.
- Quarterly Awards & Resources to celebrate our students.
- Quarterly Rallies with vendors such as Reptile Ron, Kona Ice, bounce houses...
- Extra Recess/Celebrations with incentives (School Specialty, Amazon) for students meeting goals, including but not limited to Kona Ice, popsicles, pizza, etc.
- Credentialed/Classified Supplemental contracts provided to support additional services to students.
- Celebration/Goal incentives/shirts
- Conferences/travel/Consulting services for staff development when opportunities arise and related to site goals in academics, behaviors, and SEL.
- Student incentives for showing progress and/or proficiency in district and state assessments; including but not limited to food, field trips to movie theaters, roller skating, jump park...
- i-Ready awards for goals met based on goal setting with the teacher for end-of-year diagnostic and progress from Diagnostic #1-#2; incentives include but not limited to food, snacks

**Tier 2: Mayfair will provide Tier 2 targeted small-group interventions for students who are below grade level, ensuring they receive additional support beyond core instruction. These interventions will focus on addressing specific skill gaps in reading and math through data-driven strategies to accelerate progress and prevent further learning delays.**

- Intervention Block: A 30 minute intervention block will focus on targeted support based on formative assessment data.
- ELD Support: English learners will receive targeted intervention with Wonders ELD Curriculum to address reclassification needs.
- Certified Tutors: Three certified tutors will focus on foundational skills and English Learner support (funded by the Literacy Grant) and administer the ELPAC assessment.
- Interact Fellows: Four Interact Fellows (3.5 hours/day) will provide extra support in ELA and Math, focusing on students based on academic data.
- Targeted Support Team (TST): Students with ongoing academic, health, attendance, or behavioral concerns will be referred to the TST for further intervention.
- Social-Emotional Support: A social worker will provide social-emotional support, and a Full-time Restorative Practice Counselor will address behavioral issues. Tier 2 specialist, Intervention Specialist: This position will lead social skills groups and provide individual support.
- Safety Support: Campus Safety Assistant will support safety during the instructional day and after-school programs.
- Reading Specialist (funded through our literacy grant) will provide small group intervention in grades K-2

**Tier 3: Mayfair will provide Tier 3 intensive, individualized interventions for students who demonstrate significant learning gaps and require more specialized support. These interventions will include one-on-one instruction, structured literacy programs, and assistive technologies to help students make accelerated progress toward grade-level proficiency.**

- Student Success Team (SST): Students not responding to Tier 1 and 2 interventions will be referred for SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.
- Behavior Intervention: Students with ongoing behavioral issues may be referred to ICET (Inter-agency Child Empowerment Team). District Behavior Intervention Specialists will support students with individual behavior plans.

- Substitutes: Substitutes will be provided for classroom coverage during SST meetings.
- i-Ready Phonics Instruction Intervention Curriculum

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Mayfair provides targeted support for all English Learner (EL) students, including newcomers, long-term English learners, and reclassified students through the following actions:

- Certified supplemental for after-school tutoring for K-6 grades, EL student support, or teacher support during after-school.
- EL students will receive Integrated ELD and Designated ELD instruction 5X per week to support and increase their language/reading development/comprehension to master the State Standards.
- EL students will be monitored and provided intervention and support as determined by ELPAC, CFA data, i-Ready, & SBAC formal/informal assessments
- RtI = 3 Teaching Fellows, 4 Interact Fellows and 1 TSAs to support EL students struggling with academics
- Intervention is focused as a Push-in/Pull-out support except for Tier 3 intensive students which includes our ELs during non-core blocks so they don't miss Core instruction.
- Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards by CFAs, i-Ready, IABs...
- Reclassified students will be celebrated at the Quarterly Award's Assemblies
- End of Year Parent & Student Luncheon Celebration for all reclassified students.

## Student Groups

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

Students with Disabilities (SWD) & English Learner (EL):

- Funding 3 Teaching Fellows for 2nd-6th grade students as push-in support during intervention block
- TSA to support T3, Newcomers, PLC planning and new teachers

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

Students with Disabilities (SWD) & English Learner (EL):

- Fund Teacher Substitutes for planning for Designated and Integrated ELD as needed, or for Teachers to observe exemplar teachers in this area, and/or provide planning time for teachers.
- Certificated Supplemental funding so teachers can provide tutoring for ELs that need extra support in ELA, Math, or ELD.
- Materials and Supplies funded to provide resources for tutoring or supplemental support materials.
- Funding for Conferences/Travel for teachers to receive training to improve their instructional practice.
- ELPAC Assessors to provide assessment to students, so learning time isn't as impacted.
- Teaching Fellows to provide intervention for our EL and SWD
- TSA Support our EL Students and newcomers
- Restorative Practice Counselor to support social emotional learning for our EL and SWD students
- i-Ready Phonics Instruction Intervention Curriculum

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

**English Learners (EL):**

1. **Integrated and Designated Instruction**

Teachers will provide both integrated and designated instruction for English Learners (ELs) to ensure they develop the language skills necessary for academic success across all subjects. Lessons will incorporate language-rich activities, scaffolding strategies, and structured discussions to support comprehension and engagement.

## **2. Academic Math Vocabulary**

A strong emphasis will be placed on developing academic math vocabulary to help EL students understand key concepts and improve their ability to engage with mathematical reasoning and problem-solving. Teachers will use explicit instruction, visual aids, and collaborative discussions to reinforce these terms in context.

## **3. Newcomers Academy**

To support our newcomer students, we will launch a Newcomers Academy with the help of our Teacher on Special Assignment (TSA) and the After School Program. This initiative will provide:

- Targeted language instruction to accelerate English acquisition.
- Academic support in core subjects tailored to students' proficiency levels.
- Social-emotional support to help students adjust to a new learning environment.
- Cultural integration activities to foster a sense of belonging and connection with peers.

## **4. Opportunities to Improve Test Scores**

EL students will have access to:

- Reteach sessions and small-group instruction for targeted skill reinforcement.
- Make-up test opportunities to ensure mastery of content and improve assessment outcomes.
- Extended learning support through the After School Program, focusing on literacy, numeracy, and test-taking strategies.

## **5. Parental Engagement**

- Parent Workshops & Meetings: Families will be invited to ELAC (English Learner Advisory Committee) and SSC (School Site Council) meetings to discuss academic progress, school expectations, and available resources.
- Home-School Liaison Support: A Home-School Liaison will help facilitate communication between families and the school, ensuring parents receive critical updates on their child's progress and ways to support learning at home.

## **6. Designated English Language Development (ELD) Instruction**

Students will receive structured ELD instruction tailored to their English proficiency levels during dedicated intervention blocks. This will provide focused language development opportunities, ensuring that EL students build foundational skills in reading, writing, speaking, and listening.

## **7. Professional Learning Opportunities**

To enhance teacher effectiveness, we will offer professional development opportunities on ELD strategies, differentiation, and culturally responsive teaching. Training will focus on best practices for supporting ELs, including newcomers and Long-Term English Learners (LTELs), ensuring they receive high-quality instruction that meets their unique needs.

### **Students with Disabilities (SWD):**

#### **Data Chats with RSP & SDC Teachers**

- Review student progress data from i-Ready, SBAC, and IEP goals.
- Identify specific areas where students are struggling (e.g., decoding, fluency, comprehension).
- Adjust intervention strategies based on real-time data.

#### **Collaborative IEP Review Meetings with General Ed & RSP Teachers**

- Ensure general education teachers understand IEP accommodations & modifications.
- Develop shared strategies between general education & special education staff.

#### **Regular Student Progress Monitoring**

- Implement biweekly formative assessments to track progress on IEP goals & intervention effectiveness.
- Use Common Formative Assessments (CFAs) to adjust instruction accordingly.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Classroom walk-throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention.
- Goalsetting: School/Grade Level/Teacher/Student
- Outcomes monitored by Principal, VPs, and teachers.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Data analysis District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments
- Outcomes measured by growth from assessment to assessment stretch growth goals.
- Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data .
- Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from by 15 points. Outcomes measured by growth from distance from standard.
- SBAC Results: increase the percentage of students that are proficient in ELA from 35.6% to 40.6%
- SBAC Results: increase the percentage of students that are proficient in Math from 31.1% to 36.1%

## Action 2 :

## TK-6 Math Strategies and Interventions

### Action Details:

Mayfair PLCs will implement TK-6 instructional math strategies and intervention opportunities with a focus on interactive activities, real-life applications, and problem-solving. PLCs will use the Guaranteed Viable Curriculum (GVC) to apply school-wide math strategies and interventions, aiming for all students to achieve academic proficiency.

Math instruction and PLCwork in grades TK-6 will focus on the Instructional Practice Guide (IPG) Tenets 2A, 2B, 3, and 4:

- Tenet 2A (Challenging Content): Lessons will align with the shifts required by the CCSS for Mathematics, ensuring the content is challenging and relevant.
- Tenet 2B (Challenging Content): Instructional practices will ensure all students have the opportunity to learn and engage with the content.
- Tenet 3 (Ownership): Students will be responsible for their thinking and apply mathematical practices to solve problems.
- Tenet 4 (Every Student): Lessons will target gaps in students' skills or understanding, focusing on their specific needs rather than reinforcing what they already know.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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**Tier 1: Teachers in grades K-6 will implement the following supports for all students:**

- Core Math Blocks using Guaranteed Viable Curriculum (GVC)
- Goal setting, checking for understanding, Classroom Foundations, common formative assessments and the Gradual Release Teaching Model Clarity of Learning-Ownership-CFU
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem
- Supplies and materials, including supplementary materials for CCSS in ELA and Math
- Students will be provided with manipulatives to support their learning of rigorous mathematical concepts. School focus: Support mathematical Conceptual understanding with the use of tools.
- 1 Instructional Coach to support PLC planning, data analysis, coaching/modeling, and intervention planning.
- RtI Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA/Learning Target data.
- Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.
- Materials and supplies to support our technology
- Technology resources and programs to supplement curriculum and support student learning i.e. Raz Kids, Starfall, Nearpod
- 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.
- Substitute teacher support to learn from others as needed.
- Lease and maintain Copy Machine as funds are available.
- As funds allow, Conferences/travel/Consulting services for staff development when opportunities arise and are related to site goals in academics, behaviors, and SEL.
- Student incentives for showing progress and/or proficiency in district and state assessments; including but not limited to food, field trips to movie theaters, roller skating, jump park...

**Tier 2**

- 30 minute intervention block
- Math interventions based on formative assessment data of student progress
- 4 Interact Fellows (@3.5 hours per day/5 days per week) providing extra support in ELA and Math, based on academic data
- Students with ongoing issues (academics, health, attendance, behavior, or suspensions) maybe referred to the Targeted Support Team (TST)
- Full time (split-funded) Restorative Practice Counselor for behavioral intervention
- Campus Safety Assistant for safety during the instructional day, and After School Program

**Tier 3**

- Student Success Team (SST) for students not responding to Tier 1 and 2 interventions
- Students maybe referred for 504 accommodations or Special Education testing, based on data analysis from Tier 1 and 2 interventions
- Students with ongoing behavioral issues maybe referred to the district ICET (Inter-agency Child Empowerment Team)
- District-assigned Behavior Intervention Specialists to support individual behavior plans and teacher guidance
- Substitutes for classroom coverage during SST meetings
- Supplemental contract for certificated staff to manage and plan SST meetings

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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Enhanced Services for English Learner (EL) Students:

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

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

## Student Groups

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

English Learner (EL) and Students with D (SWD)

- Site Fund 3 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- Materials and Supplies to support lessons for ELs.
- Sute Fund TSA who will focus on Newcomers

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

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

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

**English Learners (EL)**

### 1. Integrated and Designated Instruction

Teachers will provide both integrated and designated instruction for English Learners (ELs) to ensure they develop the language skills necessary for academic success across all subjects. Lessons will incorporate language-rich activities, scaffolding strategies, and structured discussions to support comprehension and engagement.

### 2. Academic Math Vocabulary

A strong emphasis will be placed on developing academic math vocabulary to help EL students understand key concepts and improve their ability to engage with mathematical reasoning and problem-solving. Teachers will use explicit instruction, visual aids, and collaborative discussions to reinforce these terms in context.

### 3. Newcomers Academy

To support our newcomer students, we will launch a Newcomers Academy with the help of our Teacher on Special Assignment (TSA) and the After School Program. This initiative will provide:

- Targeted language instruction to accelerate English acquisition.
- Academic support in core subjects tailored to students' proficiency levels.
- Social-emotional support to help students adjust to a new learning environment.
- Cultural integration activities to foster a sense of belonging and connection with peers.

#### 4. Opportunities to Improve Test Scores

EL students will have access to:

- Reteach sessions and small-group instruction for targeted skill reinforcement.
- Make-up test opportunities to ensure mastery of content and improve assessment outcomes.
- Extended learning support through the After School Program, focusing on literacy, numeracy, and test-taking strategies.
- ELPAC/Data Chats

#### 5. Parental Engagement

- Parent Workshops & Meetings: Families will be invited to ELAC (English Learner Advisory Committee) and SSC (School Site Council) meetings to discuss academic progress, school expectations, and available resources.
- Home-School Liaison Support: A Home-School Liaison will help facilitate communication between families and the school, ensuring parents receive critical updates on their child's progress and ways to support learning at home.

#### 6. Designated English Language Development (ELD) Instruction

Students will receive structured ELD instruction tailored to their English proficiency levels during dedicated intervention blocks. This will provide focused language development opportunities, ensuring that EL students build foundational skills in reading, writing, speaking, and listening.

#### 7. Professional Learning Opportunities

To enhance teacher effectiveness, we will offer professional development opportunities on ELD strategies, differentiation, and culturally responsive teaching. Training will focus on best practices for supporting ELs, including newcomers and Long-Term English Learners (LTELs), ensuring they receive high-quality instruction that meets their unique needs.

##### Students with Disabilities (SWD):

##### Data Chats with RSP & SDC Teachers

- Review student progress data from i-Ready, SBAC, and IEP goals.
- Identify specific areas where students are struggling (e.g., decoding, fluency, comprehension).
- Adjust intervention strategies based on real-time data.

##### Collaborative IEP Review Meetings with General Ed & RSP Teachers

- Ensure general education teachers understand IEP accommodations & modifications.
- Develop shared strategies between general education & special education staff.

##### Regular Student Progress Monitoring

- Implement biweekly formative assessments to track progress on IEP goals & intervention effectiveness.
- Use Common Formative Assessments (CFAs) to adjust instruction accordingly.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> <li>Classroom walk-throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback</li> <li>Outcomes measured by walkthrough data focused on IPG and PL school focus areas in Math and Intervention.</li> <li>Goalsetting: School/Grade Level/Teacher/Student</li> <li>Outcomes monitored by Principal, VPs, and teachers.</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> <li>Data analysis District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments</li> <li>Outcomes measured by growth from assessment to assessment stretch growth goals.</li> <li>Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data .</li> <li>Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> <li>SBAC Results: decrease the distance from meeting standards in Math from by 15 points from -39.7 to -24.7. Outcomes measured by growth from distance from standard.</li> <li>SBAC Results: increase the percentage of students that are proficient in Math from 31.1% to 36.1%</li> <li>K-6 iReady3 Results: Increase by 10% from prior year</li> <li>Outcomes monitored by Principal, VPs and teachers.</li> </ul>

**Action 3 :**

**English Language Learner Instructional Plan K-6th Grades**

**Action Details:**

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

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- Designated and Integrated ELD Instruction to support access to the grade level State Standards
- EL student will receive targeted instruction aligned to the CA ELD Standards daily through designated and integrated ELD Instruction.
- Teaching and Learning Cycle to support:
- Building Background Knowledge
- Explicit instruction with language analysis and text analysis
- Joint construction of text types in writing Independent Writing
- Academic Discourse in all content areas to support use of academic vocabulary.
- Teachers/PLC/Site Leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim Assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- Teachers will develop ELPAC goals and provide a data chat with students related to reclassification. Teachers will know each of their English Learner's status and support them learning specific skills and strategies to increase one or more levels on the 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 ELs with TSA, Reading Specialist and/or Inter-Act Fellow as identified through ELLEVATION student list of students not showing progress.
- Teachers will provide small group support to EL struggling readers daily during intervention with TF push-in support.
- Teachers will provide small group support for ELs struggling with math skills.

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Mayfair provides targeted support for all English Learner (EL) students, including newcomers, long-term English learners, and reclassified students through the following actions:
  - Certified supplemental for after-school tutoring for K-6 grades, EL student support, or teacher support during after-school.
  - EL students will receive Integrated ELD and Designated ELD instruction 5X per week to support and increase their language/reading development/comprehension to master the State Standards.
  - EL students will be monitored and provided intervention and support as determined by ELPAC, CFA data, i-Ready, & SBAC formal/informal assessments
  - Rti = 3 Teaching Fellows, 4 Interact Fellows and 1 TSAs to support EL students struggling with academics
  - Intervention is focused as a Push-in/Pull-out support except for Tier 3 intensive students which includes our ELs during non-core blocks so they don't miss Core instruction.
  - Reclassified students will be monitored quarterly to ensure that they are mastering the grade level State Standards by CFAs, i-Ready, IABs...
  - Reclassified students will be celebrated at the Quarterly Award's Assemblies
  - End of Year Parent & Student Luncheon Celebration for all reclassified students.

## Student Groups

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

- Students with Disabilities (SWD) & English Learner (EL):
  - Funding 3 Teaching Fellows for 2nd-6th grade students as push-in support during intervention block
  - TSA to support T3, Newcomers, PLC planning and new teachers

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

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

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

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### **2. Academic Math Vocabulary**

A strong emphasis will be placed on developing academic math vocabulary to help EL students understand key concepts and improve their ability to engage with mathematical reasoning and problem-solving. Teachers will use explicit instruction, visual aids, and collaborative discussions to reinforce these terms in context.

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To support our newcomer students, we will launch a Newcomers Academy with the help of our Teacher on Special Assignment (TSA) and the After School Program. This initiative will provide:

- Targeted language instruction to accelerate English acquisition.
- Academic support in core subjects tailored to students' proficiency levels.
- Social-emotional support to help students adjust to a new learning environment.
- Cultural integration activities to foster a sense of belonging and connection with peers.

### **4. Opportunities to Improve Test Scores**

EL students will have access to:

- Reteach sessions and small-group instruction for targeted skill reinforcement.
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## **Students with Disabilities (SWD):**

### **Data Chats with RSP & SDC Teachers**

- Review student progress data from i-Ready, SBAC, and IEP goals.
- Identify specific areas where students are struggling (e.g., decoding, fluency, comprehension).
- Adjust intervention strategies based on real-time data.

### **Collaborative IEP Review Meetings with General Ed & RSP Teachers**

- Ensure general education teachers understand IEP accommodations & modifications.
- Develop shared strategies between general education & special education staff.

**Regular Student Progress Monitoring**

- Implement biweekly formative assessments to track progress on IEP goals & intervention effectiveness.
- Use Common Formative Assessments (CFAs) to adjust instruction accordingly.

**Progress Monitoring: Outcomes**

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Classroom walk-throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention.
- Goalsetting: School/Grade Level/Teacher/Student
- Outcomes monitored by Principal, VPs, and teachers.
- Quarterly i-Ready ELA diagnostic scores to track progress.
- ELD progress monitoring assessments in small groups.
- Teacher observation data on use of language supports in classrooms.
- Reclassification monitoring data to track student eligibility.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Data analysis District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments
- Outcomes measured by growth from assessment-to-assessment stretch growth goals.
- Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data .
- ELPAC Goal setting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

Quarterly Data Reviews:

- Track SBAC growth trends using interim assessments.
- Use i-Ready and ELPAC results to adjust instruction.

ELD Instructional Walks & Coaching:

- Ensure high-quality designated and integrated ELD instruction is in place.

Parent Engagement & Support:

- Host ELPAC and literacy workshops for families to support EL students at home.

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

By June 2026, the SBAC ELA Distance from Standard for English Learners will improve from -49.2 points to -44.2 points through targeted literacy interventions, designated and integrated ELD strategies, and progress monitoring.

By June 2026, the number of students reclassified from English Learner (EL) to Fluent English Proficient (RFEP) will increase from 27 students to 40 students by strengthening language instruction, increasing access to academic vocabulary, and providing additional reclassification support.

# 2025-2026 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 : Push-In support during reading intervention block	28,382.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500		45,318.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500		135,959.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for PLC planning, IEPs, SSTs, classroom observations	5,964.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental	7,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	29,074.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Lease	2,908.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Printed resources for student learning and achievement	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	10,053.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students.	6,374.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Push-in support during reading intervention block	28,382.00
G1A3	LCFF: EL	Instruction	Off Eq Lease			Ricoh Lease	2,908.00

**\$304,678.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.4 %	86.4 %	2024-2025	95 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the Fall Climate & Culture Survey, the student-centered/real-world experiences domain saw a 1% decline in favorable responses compared to Spring 2024. Within this domain, student responses on "overcoming challenges" declined by 5%, with Students with Disabilities (SWD) reporting the lowest favorable responses (74%).

This data indicates a need for intentional instructional practices and targeted support to help SWD develop resilience, confidence, and academic perseverance. Ensuring that teaching strategies incorporate productive struggle, scaffolded supports, and SEL integration will be critical in addressing this gap.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of sponsors for clubs/groups:** Despite offering supplemental contracts to classified and certificated staff, no clubs were formed due to a lack of available personnel willing to sponsor them. This indicates a need to explore alternative incentives or recruitment strategies to increase staff participation in supporting student clubs and groups.
- Lack of problem-solving skills:** Data indicates a lack of consistency in implementing the Social Emotional Learning (SEL) curriculum across grade levels. Specifically, Second Step and Class Meetings are not being fully implemented, which has contributed to gaps in teaching problem-solving skills during class. Strengthening the fidelity of SEL program delivery may help improve students' ability to navigate challenges more effectively.
- Emotional Barriers:** Many students face challenging home experiences and trauma, which can impact their emotional well-being and ability to succeed in school. To better support these students, we need to implement additional resources focused on developing coping skills and providing consistent

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To address the identified causes of the Problem of Practice (POP) related to low student resilience and confidence in overcoming challenges (particularly for Students with Disabilities - SWD), the following specific needs and

actions are proposed:

1. **Expand opportunities for student engagement (Lack of Sponsors for Clubs/Sports):**

- Utilize Prop. 28 grant funds to contract vendors who can lead student-centered clubs and programs such as dance, theater, and art.
- Offer alternative incentives (stipends, recognition, professional development credits) to encourage more staff to sponsor student groups.
- Host a student showcase where parents are invited to view student performances and projects, fostering community involvement and student pride.

2. **Improve consistency and fidelity in implementing Social-Emotional Learning (SEL) programs across classrooms (Lack of Problem-Solving Skills .:**

- Strengthen SEL instruction by ensuring teachers enhance lesson relevance and integrate real-life applications into Second Step and Class Meetings.
- Provide ongoing PD and coaching for teachers on SEL strategies, focusing on problem-solving, conflict resolution, and fostering student perseverance.
- Implement weekly SEL walkthroughs and collaborative PLC reflections to monitor fidelity and impact.

3. **Increase staffing for social-emotional team (Emotional Barriers):**

- To strengthen our social-emotional support services, we propose adding a full-time Restorative Practices (RP) Counselor. This position will provide targeted support to students identified as needing additional emotional guidance, focusing on fostering a growth mindset, developing problem-solving skills, and repairing relationships.
- RP Counselor will provide:
  1. Small-group and one-on-one counseling for students identified as at risk for emotional distress.
  2. Growth mindset and problem-solving workshops integrated into SEL programs.
  3. Restorative circles and conflict mediation to help students rebuild relationships and develop positive coping skills.
- Increase collaboration between teachers, administrators, and the social-emotional team to ensure students receive individualized support.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered and Real-World Learning Experiences

Partially Implemented

During the 2024-2025 school year, the following actions were implemented:

- TK-6th Grade: District sponsored field trips; all grade levels attended. Will continue to plan for dates and transportation at beginning of year with PLC.
- PS-K: Arts Enrichment grant provided dance instructor
- 1st Grade: Police Chaplin mentorship opportunities
- Social-Emotional Learning: Second Step and Class Meetings implemented consistently in majority of classrooms
- VAPA: dance instructor for students in grades 1st-3rd

The following actions were **Partially Implemented** due to a limited number of sponsors to plan and implement:

- Schoolwide Events: Lack of planning for events such as Career Day and Read Across America; will calendar events at beginning of year to CC team can support with planning.
- Career Day: Due to lack of resources and sponsors for events, career day was not implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered and Real-World Learning Experiences

Partially Effective

Recent Fall Student Survey data indicates a decline in student confidence in their ability to overcome challenges. This suggests a need for increased support in building resilience, problem-solving skills, and a growth mindset. Mayfair will address this by strengthening social-emotional learning (SEL) programs, providing targeted interventions through a tiered system of support, and creating opportunities for students to develop coping strategies and build confidence in navigating difficulties.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **VAPA Funds:** Funds for vendors to implement arts enrichment such as dance and art.
2. **Track Engagement:** monitor participation trends and input on ATLAS engagement tool
3. **Improve Communication:** Increase outreach to families using Parent Square, social media, teacher communication platform, hard copies sent home for larger events
4. **Calendar of Events:** Include dates for field trips providing families enough time for fingerprinting, volunteer forms

**Section D: 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.

SSC:

- Continued Social Emotional supports for students
- Incentives for students for academics, behaviors, and attendance
- After school tutoring for struggling students
- Reading homework across all grade levels and classrooms
- Family evening events
- Continue to include families during student quarterly awards and student of the month
- Incentives for students for academics, behaviors, and attendance
- Continue to beautify campus
- TSA to support newcomers
- Reading specialist to support struggling readers

ELAC:

- Include reading logs for homework in all classrooms to reinforce the importance of reading every day
- Continued Social-Emotional Support for students; appreciated adding the Restorative Practices Counselor full time
- Increase paper/pencil homework instead of laptop usage. Parents feel students are not practicing penmanship enough
- Incentives for students for attendance, behaviors, and academics; certificates, prizes, treats
- Families invited to school events such as Student of the Month
- Offer different meeting times to accommodate parent's work schedule
- Support for struggling readers; after school tutoring
- After school events; family dances
- Offer morning and evening times for parent meetings
- Provide families food for longer meeting
- Raffle tickets for parents attending meetings

Staff:

- Catering for events
- Prizes for parents attending events
- Send home fliers for parent meetings: monthly schedule
- Use teacher communication platform to send home fliers
- Shared decision making
- Cultural Celebrations
- Monthly Treats for staff by school teams
- Staff recognition
- Supplemental contracts for after school intervention
- TSA to support students in academics including ELD and Newcomers
- Accelerated Reader to motivate older students
- Incentives for students in academics, behaviors, and attendance
- RP counselor full time
- Subs for PLC planning at the beginning of each semester
- Roving subs for SSTs and IEPs
- Technology and software to support students in math and

assemblies to recognize student achievement

ELA

- Increase of school wide events such as Red Ribbon Week, Read Across America, guest speakers
- More emphasis on SEL including "First 10-Days" and schoolwide expectations

## Action 1 :

### Student Character and Career Opportunities

#### Action Details:

Mayfair Elementary will increase student participation in district-sponsored study trips and provide additional opportunities for real-world learning experiences to help prepare students for college and career readiness. We will develop additional on-site opportunities and student activities throughout the year that promote character and workplace competencies with the expectation of being College and Career Ready.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

**Tier 1:** All students will receive high-quality, standards-aligned instruction integrating academic learning with problem-solving skills, resilience-building, and real-world applications.

- **Guaranteed Viable Curriculum (GVC):** Ensures consistency across grade levels in ELA, math, and SEL instruction.
- **Social-Emotional Learning (SEL) Curriculum:**
  - Second Step for structured SEL lessons that enhance student perseverance, self-regulation, and problem-solving.
  - Class Meetings to provide daily opportunities for students to discuss real-world challenges, social interactions, and emotional regulation.
- **Purchase Orders** for spirit wear, clubs, activities/vendors, arts, athletics
- **Supplemental contracts** for certificated and classified staff to sponsor clubs and/or events
- **Restorative Practices Resources:** Materials to support restorative circles, conflict resolution, and relationship-building.
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities
- Transportation services to attend activity or event
- Materials and supplies, including but not limited to, notebooks, paper, pencils, graphics, art supplies, etc.
- All students will have opportunities to participate in cultural dance activities and events.
- Student participation in activities/field trips will be logged into ATLAS engagement tool
- Guest speakers and community readers during school-wide events such as Red Ribbon Week and Read Across America
- Career Day as staff are available for the planning of the event.
- HSL for translating, support teachers to plan for parent meetings.
- Food Services for guests; ordering from but not limited to Pepa's, Hewitts, AppleSpice, Vallarta, Ampersand, and various other catering services.
- Each teacher will provide at least 2 activities and/or discussions per month for the school's cultural focus such as Black History Month, Hispanic Heritage, Women's History month... For example, read a story, do an art project, watch a video, integrate with other ELA Social Studies text, use materials/resources provided by district...
- Provide opportunities for our students to learn more for understanding and appreciating differences and similarities with our LGBTQ+ community. Continue our small group support with our Social Worker with some of our 5th & 6th graders

**Tier 2:** For students who demonstrate difficulties in problem-solving, emotional regulation, or engagement, small-group interventions will be provided to address their specific needs.

- Behavioral & SEL Data Tracking Tools: Used to monitor student progress and adjust interventions.
- TST Team and bi-weekly meetings to review caseload
- Resilience & Growth Mindset Resources
- Supplemental SEL & Problem-Solving Curriculum:

- Targeted small-group instruction using the Second Step Tier 2 Intervention Kit.
- Check-In/Check-Out (CICO) strategy with trusted mentors or RP counselors.

**Tier 3: For students with significant social-emotional or academic challenges, individualized interventions will be implemented.**

- One-on-One Counseling & Mentorship Resources:
  - Full-Time Restorative Practices (RP) Counselor to provide individualized SEL and behavioral support.
  - Cognitive Behavioral Therapy (CBT) strategies adapted for school settings.
- Assistive Technology & Scaffolds:
  - Speech-to-text tools, audiobooks, visual schedules for students with disabilities.
  - Personalized SEL goal-setting plans.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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● **Enhanced Services for English Learner (EL) Students:**

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

## Student Groups

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

**English Learner (EL) and Students with D (SWD)**

- Site Fund 3 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- Materials and supplies to support lessons for ELs.
- Site Funded TSA who will focus on Newcomers

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

- Provide Teacher Substitutes for professional learning on EL strategies...
- Provide Teacher Substitutes for observations of exemplar teachers that implement Designated and Integrated ELD as well as Key Stone pedagogies.

- Split Fund 4 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- ELPAC assessors to support teachers to continue their learning schedules to provide consistency of learning for our EL students.
- Materials and Supplies to support lessons

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

**Planned Actions for Students with Disabilities (SWD)**

- Strengthen collaboration between general education and RSP/SDC teachers to provide in-class support.
- Increase the use of multi-sensory instruction, visuals, and hands-on learning tools.
- Conduct data chats with RSP & SDC teachers to analyze SWD progress
- Use i-Ready, SBAC, and IEP progress reports to identify students who are not meeting growth expectations.
- Adjust IEP goals and intervention strategies as needed.
- Implement Restorative Circles and small-group SEL interventions for SWD struggling with self-regulation.
- Provide Check-In/Check-Out (CICO) mentoring for students needing additional emotional and behavioral support.

**Planned Actions for English Learners (EL)**

- Provide socio-emotional support for Newcomers & Long-Term ELs (LTELs)
- Implement Newcomer & LTEL support groups to address academic challenges and cultural transitions.
- Offer mentoring programs pairing ELs with peers who have successfully reclassified.
- Host bilingual workshops on reclassification, SBAC expectations, and literacy strategies for home.
- Provide translated communication and interpreter services for school meetings and events.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Classroom walk-throughs during class meeting and 2nd steps
- Bi-Weekly CCT Meetings to review data
- Outcomes monitored by Principal, VPs, and teachers, CCT Team.

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- By Fall 2025, the percentage of students who agree or strongly agree that they "know how to change and improve based on feedback" will increase from 89% to 91% by implementing structured reflection activities, peer feedback sessions, and goal-setting exercises in classrooms.
- By Fall 2025, the percentage of students who agree or strongly agree that they "can overcome challenges even

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Fall Climate and Culture for the Domain Student, student-centered and real-world experiences we would like to go from 86.4% to 91.5%

Each goal is structured to drive meaningful change in student-centered and real-world learning experiences, with clear measurement methods and accountability.

**Impact:**

- Students will actively reflect on their learning and apply

when things are hard" will increase from 86% to 89% by integrating SEL strategies, growth mindset activities, and real-world problem-solving tasks into instruction.

- By Fall 2025, the percentage of students who agree or strongly agree that "my school teaches lessons in ways that connect to my life" will increase from 84% to 87% by expanding project-based learning, career exploration activities, and community-based learning opportunities.
- By Fall 2025, the percentage of students who agree or strongly agree that "my school prepares me for life with real-world experiences" will increase from 88% to 90% by integrating hands-on learning, financial literacy, career days, and mentorship opportunities.
- Data analysis Climate and culture survey, DESSA ratings, Power BI data for levels of misbehaviors
- - Restorative Mentors with RP counselor

feedback for improvement.

- Increased academic ownership and self-regulation.
- Students will develop persistence and problem-solving skills.
- Increased confidence in handling challenges inside and outside the classroom.
- Students will see relevance in their education and stay more engaged.
- Improved critical thinking and problem-solving skills.
- Students will be better prepared for future careers and financial responsibilities.
- Increased engagement in real-world applications of learning.

**Monitoring and Evaluation Plan:**

Quarterly Progress Reviews:

- Admin and teacher teams will analyze student survey results and adjust strategies.

Mid-Year and End-of-Year Data Reviews:

- Compare survey data from fall, winter, and spring.
- Gather teacher reflections and lesson adjustments based on student needs.

Student Voice in Learning:

- Create student advisory groups to provide ongoing feedback on curriculum relevance.

By implementing these strategies, your school will see improved student engagement, critical thinking, and real-world preparedness, ultimately ensuring higher long-term success for students.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental	5,236.00

**\$5,236.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		22.8 %	2023-2024	20 %
Suspension Rate	✓	0.2 %	1.5 %	2023-2024	1 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic Absenteeism showed a slight increase of 7% this year. Suspensions has shown an increase from one (1) in 2023/2024 to twenty-five (25) in the 2024/2025 school year. Identified grade level groups is 6th grade with the most suspensions.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Family Challenges
2. Lack of School Engagement
3. Poor Attendance Habits
4. Family Trauma
5. Lack of coping/response tools for students

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Improve communication methods; use multiple platforms (phone calls, emails, social media, Parent Square)
2. Create
3. Parent education on the importance of regular attendance

4. Onsite SEL team to provide supports to students identified through TST process; RP Counselor, SSW, T2
5. Expectations set for all teachers in TK-6th to teach classroom management strategies through Class Meetings and Second Step

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Reduce Out of School Suspension Rates

Partially Implemented

Actions for suspensions were not fully implemented in several classrooms, as the rate increased by 1.3%. Several classrooms do not fully conduct Class Meetings and/or Second Step lessons with students to equip them with coping skills. Phone calls home were not made on a regular basis as well.

### Action 2: Decrease Chronic Absenteeism & Improve Attendance

Partially Implemented

Despite implementing attendance initiatives, attendance rates have slightly worsened due to parents not calling in to clear absences and chronic absenteeism among certain students. Additionally, some families do not commit to attendance contracts, even after repeated calls, home visits, and compact meetings conducted by the Home School Liaison (HSL).

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Action 1: Reduce Out of School Suspension Rates

Partially Effective

86% of Mayfair teachers are on track with the Second Step and the SEL lessons. Our climate and culture specialist has offered teaching demonstrations, coaching, and co-teaching to help teachers, but only a handful have used her services.

### Action 2: Decrease Chronic Absenteeism & Improve Attendance

Ineffective

Despite implementing attendance initiatives, attendance rates have slightly worsened due to parents not calling in to clear absences and chronic absenteeism among certain students. Additionally, some families do not commit to attendance contracts, even after repeated calls, home visits, and compact meetings conducted by the Home School Liaison (HSL). To address these challenges, the following targeted actions will be taken:

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

**To reduce suspensions for the upcoming school year, we will strengthen behavior supports in the classroom**

- Ensure Full Implementation of Class Meetings & Second Step Lessons
  - Require all teachers to conduct daily/weekly Class Meetings focused on conflict resolution, coping strategies, and emotional regulation.
  - Conduct SEL walkthroughs to monitor fidelity of Second Step implementation and provide coaching where needed.
- Provide Behavior Intervention Resources for Teachers
  - Create a schoolwide behavior response guide with Tiered Interventions & De-escalation Strategies.
  - Equip classrooms with calm-down areas, behavior reflection sheets, and social-emotional prompts.
- Increase Restorative Practices & Positive Reinforcement
  - Implement Restorative Circles and Peer Mediation to prevent conflicts from escalating to suspension.
  - Expand positive behavior incentives (PBIS) to reinforce respectful behavior schoolwide.

**To decrease our chronic absenteeism we will strengthen Parent communication and accountability for attendance,**

- Increase Parent Outreach for Unreported Absences
  - Implement an automated daily call and text system for unexcused absences.
  - Require office staff or HSL to personally call parents of students with consecutive absences to confirm the reason and offer support.
  - Develop a simple online or text-based absence reporting system to make it easier for parents to clear absences.
- Require Attendance Contracts for Chronically Absent Students
  - Hold mandatory parent meetings for students with 10+ unexcused absences.
  - Implement a signed commitment contract that outlines expectations, consequences, and support options.
  - Assign students to an attendance mentor (HSL, counselor, or administrator) to monitor their progress.
- Expand Bilingual Outreach for Non-English Speaking Families
  - Provide attendance information, contracts, and phone calls in multiple languages to ensure accessibility.
  - Partner with community liaisons or cultural leaders to help families understand the impact of chronic absenteeism.
- Increase Home Visits for Chronically Absent Students
  - Expand HSL and administrator-led home visits to emphasize the importance of school attendance.
  - Provide families with resources for transportation, health, or childcare challenges contributing to absenteeism.
- Offer Restorative Support Rather Than Punitive Consequences
  - Implement school-based intervention meetings for families facing attendance barriers.
  - Connect families to community services (transportation assistance, mental health counseling, housing support).
- Reinforce Positive Messaging About Attendance
  - Integrate attendance discussions into morning announcements to reinforce its importance.
  - Display monthly attendance progress charts in classrooms and hallways.
  - Monitor weekly attendance reports to identify students trending toward chronic absenteeism (missing 10% or more of school days).
  - Assign Tier 2 interventions (e.g., calls, check-ins) before students hit chronic absenteeism levels.

**Section D: 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.

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**SSC:**

- Continued Social Emotional supports for students
- Incentives for students for academics, behaviors, and attendance
- After school tutoring for struggling students
- Reading homework across all grade levels and classrooms
- Family evening events
- Continue to include families during student quarterly awards and student of the month
- Incentives for students for academics, behaviors, and attendance
- Continue to beautify campus
- TSA to support newcomers
- Reading specialist to support struggling readers

**ELAC:**

- Include reading logs for homework in all classrooms to reinforce the importance of reading every day
- Continued Social-Emotional Support for students; appreciated adding the Restorative Practices Counselor full time
- Increase paper/pencil homework instead of laptop usage. Parents feel students are not practicing penmanship enough
- Incentives for students for attendance, behaviors, and academics; certificates, prizes, treats
- Families invited to school events such as Student of the Month
- Offer different meeting times to accommodate parent's work schedule
- Support for struggling readers; after school tutoring
- After school events; family dances
- Assemblies to recognize student achievement
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings

**Staff:**

- Catering for events
- Prizes for parents attending events
- Send home fliers for parent meetings: monthly schedule
- Use teacher communication platform to send home fliers
- Shared decision making
- Cultural Celebrations
- Monthly Treats for staff by school teams
- Staff recognition
- Supplemental contracts for after school intervention
- TSA to support students in academics including ELD and Newcomers
- Accelerated Reader to motivate older students
- Incentives for students in academics, behaviors, and attendance
- RP counselor full time
- Subs for PLC planning at the beginning of each semester
- Roving subs for SSTs and IEPs
- Technology and software to support students in math and ELA
- Increase of school wide events such as Red Ribbon Week, Read Across America, guest speakers
- More emphasis on SEL including "First 10-Days" and schoolwide expectations

**Action 1 :**

## Attendance and Positive Behavior Supports

Action Details:

Mayfair will implement a tiered system of support to proactively address chronic attendance and suspension rates, with a focus on fostering a positive and engaging school culture. This multi-tiered approach will provide targeted interventions that address the root causes of attendance and behavioral issues, ensuring that all students receive the appropriate level of support based on their individual needs.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

**Tier I: Universal Supports:**

- Schoolwide Assemblies: focus on expectations, structures and procedures for behavior and academic success
- First 10 Days: taught to students in K-6th to develop a positive student-teacher relationship, review of expectations and rules; to be done at the beginning of each semester
- Weekly Class meetings: including Second Step and Class Meetings that Matter
- Recognition and Incentives:

- Student of the Month - monthly assemblies to include families
- Attendance Incentives - for perfect and improved attendance
- Quarterly Academic Awards - focus on behaviors, efforts, and academics
- Goal-Setting - i-Ready, ELPAC, and SBAC benchmarks set with students during goal setting chats
- Daily Attendance Monitoring - Attendance Clerk and HSL to conduct daily attendance calls for clearance
- School Safety - CSA funded by district to support during and after school

**Tier II: Targeted Supports**

- Provide early interventions and regular check-ins with at-risk students to encourage consistent attendance and positive behaviors.
- Restorative Practices Counselor: full-time (split funded) to support students with social-emotional and behavioral difficulties inside/outside the classroom with restorative interventions
- Tier II: Intervention Specialist: district funded, to provide support in attendance, behavior, and SEL needs
- Targeted Support Teat (TST): to meet monthly to review student referrals and determine appropriate T2 supports

**Tier III: Intensive Supports**

- Student Success Team (SST): monthly SSTs to assess students requiring intensive academic and behavioral interventions. SST meetings will be conducted after T1 and T2 interventions have been implemented
- Individualized Student Supports:
  - Individualized Education Plans (IEPs)
  - 504 Plans
  - ISET Referrals
  - Behavior Support Plans (BSPs)
- Mental Health Referrals and Services
  - provided onsite by SSW after TST referral completed and students identified for SSW supports

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Home School Liaison: provide translation for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication
- Restorative Practices Counselor: to provide supports or counseling for struggling students in behaviors
- TSA: support Newcomers adjust to school environment in both academics and behaviors

## Student Groups

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

**English Learner (EL):**

- TSA: focus on Newcomers and EL students and provide academic support
- Teaching Fellows (3): Small group and individualized EL support
- Parent Involvement: Materials and supplies for parent meetings

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

**English Learner (EL):**

- Restorative Practices Counselor for SEL support: group/individual behavior supports and counseling with a focus on restorative practices

- Teacher Substitutes: PLC planning to ensure instructional continuity
- Supplemental Contracts: T3 after school supports for intervention
- Materials and Supplies: incentives for students in behaviors, academics, and attendance
- Food Services: food as student incentive for Student of the Month, improved academics, behaviors, and attendance
- Graphics: printing of certificates for student of the month, quarterly awards
- Technology & Maintenance: ongoing access to instructional tools that support EL success

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

To reduce suspensions and improve attendance for English Learners (ELs) and Students with Disabilities (SWD), the site will implement a combination of preventative measures, targeted interventions, and family engagement strategies. These actions will align with a Multi-Tiered System of Supports (MTSS) framework to provide equitable and restorative practices that address behavioral challenges and chronic absenteeism in these student groups.

- Provide Tier 2 small-group social-emotional support for ELs and SWD who struggle with self-regulation and peer interactions.
- Assign an SEL mentor or counselor check-in system for students with repeated behavior concerns.
- Implement sensory-friendly de-escalation spaces for SWD experiencing emotional distress, rather than resorting to disciplinary action.
- Provide professional development for teachers on culturally responsive behavior management to ensure EL students' linguistic and cultural differences are not mistaken for defiance or disengagement.
- Use bilingual behavior intervention specialists or staff to mediate and de-escalate situations with ELs.
- Implement automated bilingual daily attendance calls and text reminders for absences.
- Require personalized follow-up phone calls by the Home School Liaison (HSL) for EL & SWD families with multiple unexcused absences.
- Offer in-person attendance conferences with interpreters for EL families struggling with school engagement.
- Conduct monthly attendance workshops for families of chronically absent students to provide strategies and resources.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Weekly attendance reports reviewed by the attendance team and Admin.

TST Team bi-weekly meetings to review Tier 2 students.

Data from Power BI pulled weekly to identified students for check in and check out.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Increase SWD "Good" attendance from 40.4% to 55% and reduce chronic absenteeism from 27.3% to below 15%.
- Increase EL "Good" attendance from 61% to 70% and reduce chronic absenteeism from 7.5% to below 5%.
- Decrease chronic absenteeism for Foster Youth (33.3%) and Homeless Youth (50%) by at least 10 percentage points.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Increase the percentage of students with "Good" attendance from 51.6% to 65% by June 2026.
- Reduce chronic absenteeism from 17.7% to below 10%.
- Reduce severely chronic absenteeism (5.6%) by half (below 3%).

## 2025-2026 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	Guidance & Counseling Services	Crt Pupl-Reg	Counselor, School	0.2500	RU 4/22/25 updating FTE allocation as approved by State and Federal and DPI email in folder	45,507.00
G3A1	LCFF: EL	Guidance & Counseling Services	Crt Pupl-Reg	Counselor, School	0.2500	RU 4/22/25 updating FTE allocation as approved by State and Federal and DPI email in folder	45,507.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Mileage	100.00

**\$91,114.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	96.8 %	85 %	2024-2025	95 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff scoring favorable in culture domain decreased for 2023 - 2024 by 5%. The domain with the highest decrease was "feeling valued" and "opportunities to be involved in planning and decision making."

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited voice in decision making
2. Lack of recognition
3. Heavy workload & burnout

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Include teachers in decision-making and seek their input on policies. Provide weekly updates sent to school staff by the principal to stay connected.
2. Regularly acknowledge teachers' efforts through awards, shoutouts, or small incentives. CC team to support in planning and implementing celebrations for teachers.
3. Build a collaborative and supportive environment among staff; continue an open-door policy and provide constructive feedback.

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Building a Collaborative and Inclusive Culture for Staff

Partially Implemented

Actions were partially implemented due to the new admin team. The new principal started with little time to get to know the staff, procedures, and Mustang way. There was no actual onboarding for the new principal.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Building a Collaborative and Inclusive Culture for Staff

Ineffective

The actions were ineffective since favorable responses in the culture domain decreased by 5%. The New Principal and new admin team led to a new leadership style that staff needed to adjust to.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Onboarding for new teachers by TSA
- Assign mentor teachers and conduct biweekly check-ins.
- New teacher feedback surveys
- Surveys for teacher input on school policies
- CC team to plan recognition programs for staff
- Positive school culture to build a collaborative and supportive environment among staff
- Incorporate acknowledgments in meetings, newsletters, and social media.
- Implement a "Staff Shout-Out Board" or digital recognition platform.
- Plan monthly and quarterly recognition (e.g., "Teacher of the Month," shout-outs, milestone celebrations)
- Opportunities for peer observations

**Section D: 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.

SSC:

- Continued Social Emotional supports for students
- Incentives for students for academics, behaviors, and attendance
- After school tutoring for struggling students

ELAC:

- Include reading logs for homework in all classrooms to reinforce the importance of reading every day
- Continued Social-Emotional Support for students; appreciated adding the Restorative Practices Counselor full

Staff:

- Catering for events
- Prizes for parents attending events
- Send home fliers for parent meetings: monthly schedule
- Use teacher communication platform to send home fliers

- Reading homework across all grade levels and classrooms
- Family evening events
- Continue to include families during student quarterly awards and student of the month
- Incentives for students for academics, behaviors, and attendance
- Continue to beautify campus
- TSA to support newcomers
- Reading specialist to support struggling readers

- time
- Increase paper/pencil homework instead of laptop usage. Parents feel students are not practicing penmanship enough
- Incentives for students for attendance, behaviors, and academics; certificates, prizes, treats
- Families invited to school events such as Student of the Month
- Offer different meeting times to accommodate parent's work schedule
- Support for struggling readers; after school tutoring
- After school events; family dances
- Assemblies to recognize student achievement
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings

- Shared decision making
- Cultural Celebrations
- Monthly Treats for staff by school teams
- Staff recognition
- Supplemental contracts for after school intervention
- TSA to support students in academics including ELD and Newcomers
- Accelerated Reader to motivate older students
- Incentives for students in academics, behaviors, and attendance
- RP counselor full time
- Subs for PLC planning at the beginning of each semester
- Roving subs for SSTs and IEPs
- Technology and software to support students in math and ELA
- Increase of school wide events such as Red Ribbon Week, Read Across America, guest speakers
- More emphasis on SEL including "First 10-Days" and schoolwide expectations

## Action 1 :

### Building a Collaborative and Inclusive Culture for Staff

#### Action Details:

##### Building a Collaborative and Inclusive Culture at Mayfair

Through our Professional Learning Community (PLC) with teachers and the broader school community, Mayfair is committed to fostering a collaborative and inclusive culture. This will be achieved through shared decision-making, goal setting, and collective commitments across all levels. Our communities, including the whole staff, PLCs, the Instructional Leadership Team (ILT), and the Climate/Culture Team, will work together to ensure alignment and continuous improvement.

We will provide PLC teams with structured opportunities to increase teacher agency through collaborative planning, goal setting, and aligning their efforts with both site and district-wide objectives. This approach ensures that every educator has a voice in shaping the direction of our school while maintaining a focus on student success and continuous growth.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

##### Tier 1: Universal Support

- all teachers engage in school-wide professional development and collaborative planning through PLCs
- vertical articulation across PLCs
- subs provided for grade level planning, July and December for semester planning
- 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
- Food, incentives provided during day long meetings, trainings, staff celebrations to increase collaboration and teacher morale.
- Staff spirit gear, including but limited to clothing, school gear, etc. in order to increase school spirit and sense of belonging.

- Monthly celebrations/studies of cultures representing community

**Tier 2: Targeted Support**

- Teachers needing additional support will be provided with coaching from admin/Academic Coach/TSA, peer collaboration, release time for classroom observations
- Onboarding for new teachers to review school commitments, data, resources, etc.

**Tier 3: Intensive Support**

- coaching supports, mentoring and personalized professional development plans.
- TSAs and Academic Coach to support PLCs and individual teachers with planning and implementation, intervention.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To better support our English Learner (EL) students, Mayfair will continue to implement strategies that prioritize recruiting and retaining staff who reflect the diversity of our community. By ensuring our staff mirrors the backgrounds, languages, and experiences of our students, we create an environment that fosters inclusivity, cultural understanding, and enhanced support for EL students. This approach not only strengthens the connection between students and educators but also enriches the overall learning experience for all.

- Include questions during interviews that include teacher's abilities to work with diverse students, their experiences with multilingual and multicultural communities, and their understanding of the challenges ELs face
- Plan professional development that includes cultural competency
- Professional Learning support ELs access to the ELA and Math standards using Academic Language as well as best practices for newcomers
- TSA to support Newcomers and 6th grade ELs

## Student Groups

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

English Learner (EL) and Students with D (SWD)

- Site Fund 3 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- Materials and Supplies to support lessons for ELs.
- Site Fund TSA who will focus on Newcomers

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

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

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

**Planned Actions for Students with Disabilities (SWD)**

- Strengthen collaboration between general education and RSP/SDC teachers to provide in-class support.
- Increase the use of multi-sensory instruction, visuals, and hands-on learning tools.
- Conduct data chats with RSP & SDC teachers to analyze SWD progress
- Use i-Ready, SBAC, and IEP progress reports to identify students who are not meeting growth expectations.
- Adjust IEP goals and intervention strategies as needed.
- Implement Restorative Circles and small-group SEL interventions for SWD struggling with self-regulation.
- Provide Check-In/Check-Out (CICO) mentoring for students needing additional emotional and behavioral support.

**Planned Actions for English Learners (EL)**

- Provide socio-emotional support for Newcomers & Long-Term ELs (LTELs)
- Implement Newcomer & LTEL support groups to address academic challenges and cultural transitions.
- Offer mentoring programs pairing ELs with peers who have successfully reclassified.
- Host bilingual workshops on reclassification, SBAC expectations, and literacy strategies for home.
- Provide translated communication and interpreter services for school meetings and events.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Climate and culture survey.</p> <p>Feedback from staff monthly.</p> <p>Principal, VP, and Climate and cultural team</p> <p>Implement quarterly staff surveys for anonymous feedback.</p> <p>Hold open forums or coffee chats with leads for staff concerns.</p> <p>Improve clarity in policy changes and expectations with transparent communication.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Fall and Spring climate and culture survey,</p> <p>Feedback from PL's, staff meetings, etc.</p> <p>Principal, VP, ILT Leads, Climate and Culture Team.</p> <p>By Fall 2025, the Organizational Environment score will increase from 85% to 88% or higher by enhancing staff communication, increasing teacher-led decision-making, and recognizing staff contributions through structured appreciation initiatives.</p> <p>By Fall 2025, the School Environment score will increase from 90% to 91% or higher by implementing quarterly community-building activities, improving staff and student recognition, and addressing safety concerns based on staff input.</p> <p>By Fall 2025, the Student Engagement score will increase from 96% to 97% by incorporating student voice in decision-making, expanding hands-on learning experiences, and providing professional development on engagement strategies.</p> <p>By Fall 2025, staff trust in communication and decision-making will improve as measured by an increase in the Organizational Environment score (from 85% to at least 88%) through quarterly staff surveys, open forums with leadership, and clear communication of policy changes.</p> <p>By Fall 2025, the Student Wellness score will maintain at 98% by ensuring continued access to SEL practices, mental health initiatives, and student support services.</p> <p>By Fall 2025, the Student-Centered and Real-World Learning score will increase from 91% to 92% by expanding career exploration opportunities, real-world learning projects, and hands-on classroom applications.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Increased staff morale and retention.</li> <li>• Improved trust in leadership and communication.</li> <li>• A stronger sense of community among students and staff.</li> <li>• Increased school pride and positivity.</li> <li>• Higher student participation in discussions and activities.</li> <li>• Increased critical thinking and ownership in learning.</li> <li>• Increased staff satisfaction with leadership.</li> <li>• More collaborative decision-making.</li> <li>• Stronger home-school partnerships.</li> <li>• Increased parent involvement in student learning.</li> <li>• Improved emotional well-being for students.</li> <li>• Increased use of mental health support resources.</li> <li>• Increased student engagement in authentic learning experiences.</li> <li>• Improved college and career readiness.</li> </ul> <p>For the staff and climate culture survey, our goal is to increase the domain of the organizational environment from 85% to 90%.</p> <p>The climate and cultural team will look at the data, along with VP and Principal. Social Worker, SEL Team,</p>

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Catering Services	2,000.00

**\$2,000.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.7 %	93 %	2024-2025	98 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the actual percentage of favorable responses in the Family Engagement domain, we faced challenges in increasing parent attendance at school events and meetings designed to support student achievement.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Parent work schedule conflicts with meeting time
2. Communication gaps
3. Cultural barriers
4. Lack of trust

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Schedule meetings at various times to accommodate work schedules. Offer online link for parents to join from home/work. Provide meeting/event dates for the year to parents at the beginning of the year.
2. Use multiple communication channels (Parent Square, Class Dojo, phone calls, social media, letters home) to remind parents about upcoming events.
3. Foster a welcoming environment where parents feel valued and heard. Provide invites in all languages and phone calls home; interpreters available at meetings/events. Provide catering for parent meetings.
4. Offer interactive workshops rather than just informational, allow for parent conversations and sharing. Include student performances during meetings so parents feel connected.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Opportunities for Parent Engagement

Partially Implemented

Not all actions fully implemented, we expect an increase in parent participation with the above actions for the next school year.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Opportunities for Parent Engagement

Partially Effective

The Fall Climate & Culture survey indicates that not all parents felt engaged. While we have provided various opportunities for families to participate in on-site events, overall participation did not meet our goal. Additionally, we have observed that the same group of parents tends to attend most events and meetings. Moving forward, we aim to implement targeted strategies to increase diverse parent engagement and expect to see a favorable increase in participation next school year.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will increase the actions above to increase parent participation by providing different times (morning and evening) for parent meetings and the option to join online. We will schedule student performances to increase parent involvement at meetings throughout the year.

**Section D: 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.

SSC:

- Continued Social Emotional supports for students
- Incentives for students for academics, behaviors, and attendance
- After school tutoring for struggling students
- Reading homework across all grade levels and classrooms
- Family evening events
- Continue to include families during student quarterly awards and student of the month

ELAC:

- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings
- Include reading logs for homework in all classrooms to reinforce the importance of reading every day
- Continued Social-Emotional Support for students; appreciated adding the Restorative Practices Counselor full time

Staff:

- Catering for events
- Prizes for parents attending events
- Send home fliers for parent meetings: monthly schedule
- Use teacher communication platform to send home fliers
- Shared decision making
- Cultural Celebrations
- Monthly Treats for staff by school teams
- Staff recognition

- Incentives for students for academics, behaviors, and attendance
- Continue to beautify campus
- TSA to support newcomers
- Reading specialist to support struggling readers

- Increase paper/pencil homework instead of laptop usage. Parents feel students are not practicing penmanship enough
- Incentives for students for attendance, behaviors, and academics; certificates, prizes, treats
- Families invited to school events such as Student of the Month
- Offer different meeting times to accommodate parent's work schedule
- Support for struggling readers; after school tutoring
- After school events; family dances
- Assemblies to recognize student achievement
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings
- Offer morning and evening times for parent meetings
- Provide families food for longer meetings
- Raffle tickets for parents attending meetings

- Supplemental contracts for after school intervention
- TSA to support students in academics including ELD and Newcomers
- Accelerated Reader to motivate older students
- Incentives for students in academics, behaviors, and attendance
- RP counselor full time
- Subs for PLC planning at the beginning of each semester
- Roving subs for SSTs and IEPs
- Technology and software to support students in math and ELA
- Increase of school wide events such as Red Ribbon Week, Read Across America, guest speakers
- More emphasis on SEL including "First 10-Days" and schoolwide expectations

## Action 1 :

### Opportunities for Parent Engagement

#### Action Details:

Recognizing the vital role that parent involvement plays in a child's education, Mayfair is committed to providing inclusive opportunities for families to actively engage in school events and activities. By fostering a strong partnership between home and school, we aim to create an environment where parents can participate in their child's learning journey, contributing to the development of their social, emotional, and academic competencies.

Through ongoing outreach and accessible events, we will ensure that every family feels empowered to support their child's growth, strengthening the connection between home and school and enhancing students' overall success.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

#### Enhancing Parent Engagement Through a Tiered Support System at Mayfair

To strengthen parent engagement, Mayfair will implement a tiered system of support that offers a variety of initiatives designed to actively involve parents in their children's education and school activities. This system will provide multiple levels of engagement opportunities, ensuring that every family, regardless of their circumstances, can participate meaningfully in their child's academic and social development. Through these initiatives, we aim to build a collaborative partnership with families to promote student success and well-being.

#### Tier 1: Universal Engagement

- Monthly family events such as themed evening dances, school carnival,
- School wide celebrations such as quarterly awards assemblies to include academics and attendance student recognition, Student of the Month w/focus on Character Trait and Growth Mindset
- Parent-teacher conferences, ongoing communication with families through teacher communication platform (Parent Square, Class Dojo)
- School-Wide incentives for students following Guidelines for Success, perfect attendance, I Got Caught, Class Lines, improvement in academics and effort.
- Parent University Training to support with training on Parenting and supporting students at school with curriculum.
- Student participation in Goal 2 field trips including opportunities for parent chaperones
- First 10 Days each semester, morning greetings from the teacher; Morning meetings at a minimum of once per week, use of CHAMPS schoolwide, Class Circles, and Second Step lessons
- First 10 Days each semester, morning greetings from the teacher; Morning meetings at a minimum of once per week, use of CHAMPS schoolwide, Class Circles, and Second Step lessons

- Materials and supplies, babysitting, food for parent meetings.

**Tier 2: Targeted Engagement**

- EL Parent training on ELD Proficiency Level continuum, ELPAC, Reclassification, RFEP monitoring/ELAC meetings
- HSL to plan for parent meetings and translations as needed.
- Parent Teacher conferences/communication that allow for deeper engagement and discussions about specific student needs
- Parent engagement hour providing informational sessions on academic support, emotional well-being, and parenting strategies, aimed at helping parents better support their child's learning and development

**Tier 3: Intensive Support**

- Monthly SSTs/IEPs with a roving sub to support students with academic and/or social-emotional concerns.
- TST team to meet monthly and plan for student support for identified students; team includes admin, SSW, T2, and RP counselor.
- Family support programs and outreach with SSW for parents of students who need additional support, focusing on creating individualized action plans for their child's success

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To better support our English Learner (EL) students, Mayfair will continue to implement strategies that prioritize increasing parent engagement and ensuring effective communication with families. We understand that fostering strong partnerships with families is essential to supporting the academic success and well-being of EL students. By providing clear and accessible communication, as well as inclusive opportunities for parent involvement, we aim to create a collaborative environment where families feel empowered to actively support their child's education.

- **Home School Liaison:** HSL will continue to provide Spanish support to families for meetings and communications as well as plan for Family Engagement hour. HSL will help connect families with the school so they can become better informed and participate in their child's education.
- **TSA:** To support Newcomers and provide T3 intervention after school
- **ELPAC Assessors:** To administer the ELPAC for students in K-6th
- **Site Social Worker:** Student and family support, provide outreach and resources for parents including counseling, food, clothing, housing.
- **After School Tutoring:** extra pay contracts for certificated staff to support in T3 Reading Intervention
- **Materials and Supplies:** Necessary materials/supplies to be provided to support family engagement
- Special Recognition of EL Reclassified students at Award's Assemblies.

## Student Groups

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

English Learner (EL) and Students with D (SWD)

- Site Fund 3 Teaching Fellows to support in K-6 classrooms. TFs will support small group or 1X1 English Learners with reading skills.
- Materials and Supplies to support lessons for ELs.
- Site Fund TSA who will focus on Newcomers

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

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

- Materials and Supplies to support lessons

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

**Planned Actions for Students with Disabilities (SWD)**

- Strengthen collaboration between general education and RSP/SDC teachers to provide in-class support.
- Increase the use of multi-sensory instruction, visuals, and hands-on learning tools.
- Conduct data chats with RSP & SDC teachers to analyze SWD progress
- Use i-Ready, SBAC, and IEP progress reports to identify students who are not meeting growth expectations.
- Adjust IEP goals and intervention strategies as needed.
- Implement Restorative Circles and small-group SEL interventions for SWD struggling with self-regulation.
- Provide Check-In/Check-Out (CICO) mentoring for students needing additional emotional and behavioral support.

**Planned Actions for English Learners (EL)**

- Provide socio-emotional support for Newcomers & Long-Term ELs (LTELs)
- Implement Newcomer & LTEL support groups to address academic challenges and cultural transitions.
- Offer mentoring programs pairing ELs with peers who have successfully reclassified.
- Host bilingual workshops on reclassification, SBAC expectations, and literacy strategies for home.
- Provide translated communication and interpreter services for school meetings and events.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Outcomes measured by fall and spring survey., attendance at family engagement events.

Outcomes monitored by Principal, VP, and teachers.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

By Fall 2025, the Family Engagement score will maintain or increase from 97% to 98% by expanding family workshops, improving multilingual communication, and recognizing family involvement in school programs.

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Impact:

- Stronger home-school partnerships.
- Increased parent involvement in student learning.

Measured:

- Attendance at family workshops and events.
- Survey results from parents on communication effectiveness.
- Number of families engaged in school volunteer activities.

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0325 Mayfair Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for family engagement **No food or incentives**	2,200.00

**\$2,200.00**

# 2025-2026 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 : Push-In support during reading intervention block	28,382.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500		45,318.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500		135,959.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for PLC planning, IEPs, SSTs, classroom observations	5,964.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental	7,356.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	29,074.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Lease	2,908.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	1,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Printed resources for student learning and achievement	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	10,053.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students.	6,374.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Push-in support during reading intervention block	28,382.00
G1A3	LCFF: EL	Instruction	Off Eq Lease			Ricoh Lease	2,908.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental	5,236.00
G3A1	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Counselor, School	0.2500	RU 4/22/25 updating FTE allocation as approved by State and Federal and DPI email in folder	45,507.00
G3A1	LCFF: EL	Guidance & Counseling Services	Crt Pupil-Reg	Counselor, School	0.2500	RU 4/22/25 updating FTE allocation as approved by State and Federal and DPI email in folder	45,507.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Local Mileage	100.00
G4A1	Sup & Conc	Instruction	Direct-Food			Catering Services	2,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for family engagement **No food or incentives**	2,200.00

\$405,228.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,900.00
Sup & Conc	7090	\$236,004.00
LCFF: EL	7091	\$93,324.00
<b>Grand Total</b>		<b>\$405,228.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$304,678.00
G2 - Expand student-centered and real-world learning experiences	\$5,236.00
G3 - Increase student engagement in their school and community	\$91,114.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,200.00
<b>Grand Total</b>	<b>\$405,228.00</b>