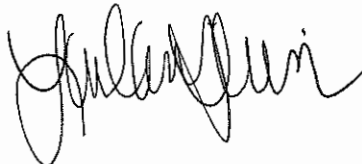


Ayer Elementary

10621666101091

Principal's Name: Lauren Trzeciak

Principal's Signature: 

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

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Centralized Services	<i>N/A</i>
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School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

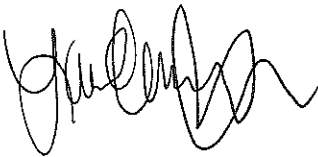
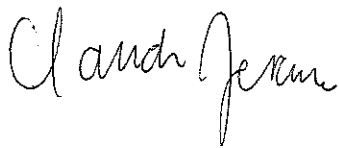
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - <u>Lauren</u> Trzeciak	X				
2. Chairperson - Claudia Jaramillo			X		
3. Claudia Brown				X	
4. Michelle Zepeda				X	
5. Rose Pennycook				X	
6. Jaiden Warner		X			
7. Laura Toscano		X			
8. Victoria McMillan		X			
9. Salvador Lucatero			X		
10. Lori Perez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Ayer Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lauren Trzeciak		4/20/2025
SSC Chairperson	Claudia Jaramillo		4/23/25

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

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$73,554 *
7090	LCFF Supplemental & Concentration	\$230,466
7091	LCFF for English Learners	\$53,592

TOTAL 2025/26 ON-SITE ALLOCATION	\$357,612
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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	\$2,132
Program Budget	\$71,422
Total Title I Allocation	\$73,554

ESSA Assistance Status: Not Identified for Assistance

Ayer 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
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		31.2 %	2023-2024	32.3 %
SBAC ELA - Average distance from standard	✓	0 pts	-56.4 pts	2023-2024	-41.4 pts
SBAC ELA - Average distance from standard (African American)	✓		-90.2 pts	2023-2024	-75.2 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-109 pts	2023-2024	-94 pts
SBAC ELA - percentage of students met/exceeded standard	✓	27.7 %	30.4 %	2023-2024	35.4 %
SBAC Math - Average distance from standard	✓	0 pts	-61.9 pts	2023-2024	-46.9 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-125.8 pts	2023-2024	-110.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	26.7 %	28.8 %	2023-2024	33.8 %

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.

- Long Term English Learners rise from 31.2% to 32.3%
- Overall, 30.36%on Grade Level in ELA & 28.7%in Math

ELA Students Meeting Standards

- 3rd Grade- 36%
- 4th Grade- 30.77%
- 5th Grade- 17.3%
- 6th Grade - 37.71%

Math Students Meeting Standards

- 3rd Grade- 38%
- 4th Grade- 37.59%
- 5th Grade- 9%
- 6th Grade - 29.03%

For SBAC 2023-2024 School Year: Grades 3rd-6th

- DFS -64 in ELA (**2024-2025: Goal -49 DFS**)
- DFS -67 in Math (**2024-2025: Goal -52 DFS**)

African American students and Students with Disabilities are scoring significantly lower than the overall student population in ELA:

- ELA- Average distance from standard (African American): DFS Goal -90.2 to -75.2 **Meeting Standards ELA 30.34**
- ELA/Math - Average distance from standard (Students w/ Disabilities): DFS Goal in ELA -109 to -94 **Meeting Standards ELA 15.8%& Math 12.54%**DFS Goal in Math -125 to -110

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

Below are the major causes on why students struggle to reach grade-level proficiency in ELA and Math.

1. Reading- Students lack of foundational skills which contribute to lack of Reading Comprehension Skills.
2. Reading- Students lack writing to grade-level text. Site partnered with WriteTools to work on vertical articulation writing skills that can align site practices for consistency and common understanding.
3. Math- Students lack of number sense, conceptual understanding and problem solving skills.
4. Math- Students lack of mathematical foundational skills contributes to their inability to understand grade-level word problems and math tasks

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.

Ayer will continue to work to improve student performance in ELA and Math, including African American students and Students with Disabilities by:

Strengthen Tier I instruction: Provide all teachers with Professional Learning and support the PLC Process & Site Wide Planned Intervention Blocks

- **ELA: (K-2)** Professional Learning for Teachers to support- foundational skills, phonemic awareness, reading fluency, writing, vocabulary & comprehension strategies
 - **ELA: (3-6):** Professional Learning on utilizing Claims, Targets to support Instruction. Use FIAB's and IAB's to support rigor, and provide support with PLC Process by continuing with PLC+
 - **Math:** Professional Learning for K-6 around Math Fluency
1. Strengthen and expand Tier II and Tier III targeted interventions for students far below grade level through grade-leveled intervention blocks and grade-level tutoring afterschool through Extended Learning.
 2. Provide professional development for teachers on effective instructional strategies in ELA and Math including Culturally Responsive Teaching to meet the needs of all students and continuing to partner with Play Makers to

support our regional focus on Universal Lesson Design.

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: Comprehensive TK-6 Literacy Program

Partially Implemented

Action 1:

A Comprehensive Literacy Plan with a focus on TK-1 Instruction Foundational Skills and for 2nd-6th Grade a focus on Reading Comprehension and Writing through Year 2 WriteTools.

Action 2: Continuous Improvement in Mathematics

Partially Implemented

Action 2:

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

Action 3: English Learner (EL) Support

Partially Implemented

Action 3:

- English Learners will continue to receive daily lessons around the requirements of the ELD/ELD standards at students' proficiency levels.
- Teachers will receive Professional Learning and gain clarity around the requirements and the instructions of the ELD standards.
- All Ayer English Learners will receive ELD and integrated ELD instruction utilizing Wonders curriculum.
- EL students will be monitored on all grade level CFAs and other relevant assessments.

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: Comprehensive TK-6 Literacy Program

Partially Effective

Action 1:

A comprehensive Literacy Plan with a focus on TK-1st Grade instruction Foundational Skills and for 2nd-6th Grade a focus on Reading Comprehension and Writing were partially effective.

- The actions were partially effective as students demonstrated an increase in proficiency growth in iReady D1-D2 in Reading & Foundational skills therefore every effort will be made to continue the progress towards positive student outcomes.

iReady Progress from D1-D2

- Kinder: 20% Growth
- 1st: 6% Growth
- 2nd: 6.5% Growth
- 3rd: 12.8% Growth
- 4th: 8.9% Growth
- 5th: 6.2% Growth
- 6th: 4.2% Growth

Tier I Instruction:

- Professional Learning was provided for TK-6th Teachers to support Reading Foundational Skills through Regional Literacy Plan (Corwin & PLC+)
- Professional Learning was provided for all teachers to backwards map using Alignment to Assessment and Instruction. The Instructional Team including the Principal, VP, Literacy Coach, and Academic Coach provided Professional Learning- Feedback and Coaching Cycles need to improve. Based on current observations, Reading Tier I structures can improve by increasing alignment to Focus Standards, increase Rigor Tasks and ensure alignment with assessment and instruction.
- Ayer has chosen to keep our instructional aide to help support the needs of our students and staff members.

Tier II Instruction:

- Teaching Fellows were provided for each TK-1st Grade classroom to provide student supports- (5 days per week for 3.5 hours).
- Literacy Coach had consistent cycles with 1st Grade students and worked with teachers and teaching fellows on intentional groupings.

Tier III Instruction:

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

Action 2: Continuous Improvement in Mathematics

Partially Effective

Action 2:

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

iReady Progress from D1-D2

- Kinder: 20.5% Growth
- 1st: 5% Growth
- 2nd: 6% Growth
- 3rd: 7.5% Growth
- 4th: 10.0% Growth
- 5th: 1.6% Growth
- 6th: 7.4% Growth

Tier I Instruction:

- There was inconsistent Math PL for teachers due to not continuing with SWJN Math Curriculum and MLD consistency throughout the year. PL was provided in the beginning last school year, and grades 4th-6th

continued the MLD practice.

- Teachers need time to learn research based instructional strategies and small group Math intervention was not implemented to the fullest. Academic Coach worked with Math Department on Math Fluency, and modeled lessons in several grade level classrooms.
- Ayer will focus on a year around Math PL for staff and utilize our Academic Coach and lead teachers to support, strengthen and maintain high expectations for Tier I and Tier II classroom instruction
- Working with Playmakers Consulting Team to support implementation of UDL strategies as well as supporting Tier 1 Instruction.

Tier II Instruction:

- Inconsistent Tier II small group intervention time was provided daily. Main intervention focus was around Literacy due to our Regional Literacy Plan.

Action 3: English Learner (EL) Support

Ineffective

Action 3:

- English Learners will continue to receive daily lessons around the requirements of the ELD/ELD standards at students' proficiency levels.
- Teachers will receive Professional Learning and gain clarity around the requirements and the instructions of the ELD standards.
- All Ayer English Learners will receive ELD and integrated ELD instruction utilizing Wonders curriculum.
- EL students will be monitored on all grade level CFAs and other relevant assessments.

Goal is to move all Long-Term English Learners from 31% to 32%

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.

For Academic Achievement in ELA the current changes will take place for the 2025-2026 school year:

- Additional Tutoring Contracts will be provided for Certificated teachers to provide after-school tutoring.
- Working with A4 Department to support our African American students during/after school with goal setting.
- Tutoring contract for RSP Teacher to support our students on an IEP during After School Program with their homework.
- Additional Planning Days will be provided for Teachers for PLC Planning and grade-level walkthroughs
- Fund RCA through site funds to support students getting back in the classroom after social emotional or behavior support.
- Continue professional learning to support PLC+ process to build teacher capacity. **(Regional Work involves working with Corwin and support lead teachers)**
- Ongoing professional learning on Reading and Foundational Skills for TK-1st, using Haggerty & Playmakers.
- Continue Comprehensive Writing Program **(WriteTools)** will be implemented for TK-6th Grade to support vertical articulation and common language.
- Fund Teaching Fellow Tutors to support Tier II focused interventions.
- Calibrate TK-2nd grade Reading Foundational Skills progress monitoring and benchmark assessments which includes Phonics, Fluency and High Frequency Words.
- Academic Coach will continue to support 3rd-6th grade with progress monitoring and benchmark assessments which include FIABs/IABs.

Site will continue partnering with Playmakers on supporting UDL and more inclusionary practices between our Autism and GE classes.

- Supporting with our ELA and Math practices to ensure all students needs are being met during Tier 1 instruction.
- Administration coaching cycles, lead teacher coaching cycles, and site professional learning around key Tier 1 strategies.

For Academic Achievement in Math the current changes will take place for the 2025-2026 school year:

- Specific math professional learning to support foundational math skills and student data and observations and feedback.
- Implement effective research-based Math PL around the mathematical practices for staff.
- Calibrate 3rd-6th grade progress monitoring and benchmark assessments which include FIABs/IABs and math fluency.
- Continue quarterly planning days with substitutes to include TK-6th.
- Continue to build teacher efficacy through PLC+ cycles that result in research based instructional strategies to strengthen Tier I instruction.

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:

- Keep Teaching Fellows to support Reading Intervention
- Add additional supports for EL Students & Parents
- Keep incentives for Academic Achievement
- Keep Planning Days for teachers and add 3 additional days for FSA testing (TK & Kinder)

ELAC:

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

Staff:

- Continue Professional Learning for ELA and Math
- Continue Year 2 of WriteTools with Academic Coach.
- Add additional Planning Days, Sub Days, and Extra Pay Contracts for staff to support tutoring after-school.

Action 1 :

Comprehensive TK-6 Literacy Program with Tier I-III Supports

Action Details:

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

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

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

Tier I

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

Tier II

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

Tier III

- The Student Support Team (SST) will be utilized to identify individual students that are not making adequate progress in Tier I and Tier II and provide recommendations and next steps to support individual students.

- Academic support will be provided to Resource Specialty Program (RSP) teachers with push in and pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, California Teaching Fellows and Academic Coach.

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.

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

- English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

2. What are the planned expenses to support this student group?

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

3. What are the planned expenses to support this student group?

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

- Reading programs to support development of literacy skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.
- Teaching Fellows contract to support with push in/pull out Tier III reading tutoring.
- Paraprofessional to support instruction in the classroom.

African American (AA):

- Reading programs to support development of literacy skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.
- Teaching Fellows contract to support with push in/pull out Tier III reading tutoring.
- Paraprofessional to support instruction in the classroom.

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

Students with Disabilities (SWD):

- Materials and supplies to support with UDL and needs in the classroom.
- Training and PL for writing to improve literacy skills.
- Certificated tutors/Teaching Fellows contract to support with push in/pull out Tier III reading tutoring.

African American (AA):

- Training and PL for writing to improve literacy skills.
- Certificated tutors/Teaching Fellows contract to support with push in/pull out Tier III reading tutoring.

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

Students with Disabilities (SWD):

- Planned supports for this group will include close progress monitoring of goals and progress. Students will be identified through a universal screener and assigned to RTI based on their needs with data monitored every four weeks. In addition to academic support, targeted interventions will be provided to students identified as SWD, SED and at-risk student populations to ensure they are making progress and receiving all necessary interventions. Parent input and engagement will be encouraged and solicited through monthly data checks using platforms such as ParentSquare or ClassDojo.

African American (AA):

- Planned supports for this group will include close progress monitoring of goals and progress. Students will be identified through a universal screener and assigned to RTI based on their needs with data monitored every four weeks. In addition to academic support, targeted interventions will be provided to students identified as SWD, SED and at-risk student populations to ensure they are making progress and receiving all necessary interventions. Parent input and engagement will be encouraged and solicited through monthly data checks using platforms such as ParentSquare or ClassDojo.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will effectively implement Tier I instruction with aligned assessments. - PLC teams will meet consistently to analyze data and adjust instruction. - Tier II and III interventions will be structured and targeted based on assessment results. - K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan. - Continuing work with Playmakers Team and incorporating Lead Teachers and one-to-one coaching with Principal and Academic Coaching.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Increased student engagement and literacy proficiency in all grade levels. - Growth in student performance on CFA, CSA, IAB, and FIAB assessments. - Effective collaboration within PLCs leading to refined instructional practices. - Strengthened intervention structures resulting in accelerated progress for struggling readers. - Continuing work with Playmakers Team and incorporating Lead Teachers and one-to-one coaching with Principal and Academic Coaching.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A significant increase in students reading at or above grade level, closing achievement gaps. - A sustainable, data-driven instructional culture embedded in PLC practices. - Reduced need for intensive Tier III interventions due to strong foundational literacy development in early grades. - High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. - Continuing work with Playmakers Team and incorporating Lead Teachers and one-to-one coaching with Principal and Academic Coaching. Principal will be working on long term goals and continuous cycles of improvement.

Action 2 :

Continuous Improvement in Math with Tier I-III Supports

Action Details:

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

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

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

Tier 1

- All Teachers will implement the district adopted GVC GoMath and provide multiple research-based strategies integrated within math instruction aligned to the California Common Core standard and IPG around "Student Ownership" and "Grade Level Content & Rigor."
- Teachers and administrators will use the Professional Learning Communities (PLC) model to analyze student work, plan instruction, and design Tier I learning opportunities.
- California Teaching Fellows will support small group Tier I instruction (1 teaching fellows per grade level classroom) and as assigned (1 additional Fellow) if funding allows.
- Classroom materials and supplies will be purchased to support math instruction such as but not limited to notebooks, graphics, manipulatives, printing (RICOH Copy Lease for classrooms printing), whiteboards, texts, and

consumables (poster paper, markers, crayons, paper, etc.)

- Technology will be purchased, repaired, replaced to support the academic program.
- Academic award and incentive program will be used to recognize students for their growth and achievement.
- On-going analysis of academic progress of student groups such as but not limited to EL (English Learners), African American/Black students, SWDs (students with disabilities/varying abilities), homeless youth, and foster Youth, will be monitored to ensure equity and access.
- Home School Liaison (HSL) will assist teachers as needed with translations and communication with parents on student needs, parent participation, and IEP and SST meetings.
- Substitute release time for certificated staff will be used to plan instruction, attend PL, observe peers, attend ILT, and SSTs.
- Administrators and teachers will analyze site, district, and state assessment results to adjust instruction to meet student needs.
- Purchase of student and staff devices to support instruction.
- Funds to support graphics development for communication about instruction.

Tier 2

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

Tier 3

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

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.

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

1. With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPAC progress with help from ELlevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
2. In the 2025-2026 school year, Ayer plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

2. What are the planned expenses to support this student group?

We continue to support our EL students by:

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

- Home School Liaison (HSL) will support with translation and communication with EL student families.

3. What are the planned expenses to support this student group?

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

- Reading programs to support development of math fluency skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.
- Teaching Fellows contract to support with push in/pull out Tier III reading tutoring.

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

Students with Disabilities (SWD):

- Certificated tutors/Teaching Fellows contract to support with push in/pull out Tier III reading tutoring.

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

Students with Disabilities (SWD):

- Planned supports for this group will include close progress monitoring of goals and progress. Students will be identified through a universal screener and assigned to RTI based on their needs with data monitored every four weeks. In addition to academic support, targeted interventions will be provided to students identified as SED, SWD, and at risk populations to ensure they are making progress and receiving all necessary interventions. Parent input and engagement will be encouraged and solicited through monthly data checks using platforms such as ParentSquare or ClassDojo.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will effectively implement Tier I instruction with aligned assessments. - PLC teams will meet consistently to analyze data and adjust instruction. - Tier II and III interventions will be structured and targeted based on assessment results. - Continuing work with Playmakers Team and incorporating Lead Teachers and one-to-one coaching with Principal and Academic Coaching.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Increased student engagement in mathematics proficiency in all grade levels. - Growth in student performance on CFA, CSA, IAB, and FIAB assessments. - Effective collaboration within PLCs leading to refined instructional practices. - Strengthened intervention structures resulting in progress for students struggling in math. - Continuing work with Playmakers Team and incorporating Lead Teachers and one-to-one coaching with Principal and Academic Coaching.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - A significant increase in students math strategies at or above grade level, closing achievement gaps. - A sustainable, data-driven instructional culture embedded in PLC practices. - Reduced need for intensive Tier III interventions due to strong foundational math fluency in early grades. - High teacher efficacy in delivering rigorous, differentiated math instruction aligned with student needs. - Continuing work with Playmakers Team and incorporating Lead Teachers and one-to-one coaching with Principal and Academic Coaching. Principal will be working on long term goals and continuous cycles of improvement.

Action 3 :

English Learner (EL) Support

Action Details:

Ayer Elementary will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the ELA/ELD Frameworks , Common Core State Standards (CCSS), and district-adopted curriculum (Wonders). Our focus is increasing redesignation and proficiency levels with a goal of reclassification. Ayer will continue to lead the work with providing positive and culturally responsive learning environments, fostering structures for engaging all students in academic conversations, and continuing collaboration with English Language Learner Services, Academic Coach, staff, parents of EL learners, and administration in order to meet the needs of our EL population.

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

- English Learners will continue to receive daily lessons around the requirements of the ELD/ELD standards at students' proficiency levels.
- Teachers will receive Professional Learning and gain clarity around the requirements and the instructions of the ELD standards.
- All Ayer English Learners will receive ELD and integrated ELD instruction utilizing Wonders curriculum.
- EL students will be monitored on all grade level CFAs and other relevant assessments.
- Purchase of materials and supplies to support instruction.

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.

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

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

Student Groups

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

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

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

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

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

- With 7090 or 7091 funds we plan to support EL students by continuing our communication with parents/guardians through holding meetings 2x a year with families to keep them in the loop with how their children are doing moving towards redesignation.
- This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Redesignation Celebration.

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

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

Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

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

Focused Designated Instruction:

- **Tailored Lessons:** By customizing lessons to address the specific needs of ELD students, teachers can ensure that instruction is relevant and effective.
- **Targeted Support:** Focused instruction allows for more individualized attention, helping students overcome specific language barriers.

Data Monitoring:

- **Tracking Progress:** Regularly monitoring student performance on the ELPAC helps identify areas where students are struggling.
- **Informed Decisions:** Data-driven insights enable teachers to adjust their instructional strategies to better support student learning.

Backwards Mapping:

- **Alignment with Standards:** By aligning daily instructional strategies with the skills and knowledge required for ELPAC success, teachers can ensure that students are consistently working towards their redesignation goals.
- **Strategic Planning:** Backwards mapping helps in planning lessons that build on each other, reinforcing key concepts and skills over time.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Reviewing data of students and making grade level plans to support students to meet their goals based on gaps in achievements as measured by ELPAC and other reading assessment. • Classroom walks and to monitor and coaching of designated ELD time, utilizing ELD framework and IPG for teacher feedback. • Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • By the end of the 1st semester, grade level plans will be monitored and teachers will know where ELD students are performing. They will use data obtained from formative assessments and iReady to solidify instructional plan for identified ELD students. • Outcomes measured by growth from assessment to assessment through monitoring of PLC agendas and formative assessments. 80% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's scores. • Outcomes monitored by teachers, grade level PLCs, and administration.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Long-term goals of English Language Development (ELD) instruction aim to ensure that English learners (ELs) achieve full proficiency in English and succeed academically. Here are some key long-term goals: • Fluency: Achieving fluency in speaking, listening, reading, and writing in English. • Academic Language: Developing the ability to use academic language proficiently across all subject areas. • Ensuring ELs perform at the same academic level as their native English-speaking peers. Outcomes measured by growth from distance from standard on SBAC in both ELA and Math +15 DFS. Outcomes monitored by Principal and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST and Planning *NO IEPs or 504s*	5,964.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		14,366.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Subscriptions for Learning Programs	16,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Support with ELA and Math Instruction from California Teaching Fellows	31,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			3 Planning Days for PLC, FSA Planning Days and TK/Kinder coming 2-days early to test students, IEPs & 504s	35,781.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology maintenance	3,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3181		24,068.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6819		51,592.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Maintenance	7,221.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts includes ELPAC Assessors	18,391.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Supplemental Items to Support Student Instruction	18,210.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Computers, Notebooks, Classroom Materials, Copying Supplies	12,000.00
G1A3	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL Home visits	2,991.00
G1A3	LCFF: EL	Food Services	Direct-Food			: Food for ELAC and Reclassification Celebration	2,000.00

\$242,584.00

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	✓	90.8 %	86.2 %	2024-2025	87.3 %

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.

Ayer's Problem of Practice-Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey needs to go from 86.2% to 87.3%.

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

Below are the major causes that lead to needing to focus on more growth:

- Connection between student-centered/real-world experiences need to be explained more.
- Lack of opportunities for students to be part of after-school clubs and activities. More alignment with Extended Learning.
- Not enough opportunities for student involvement due to lack of coaches/sponsors for clubs and programs.

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 improve the results of the Student Climate and Culture Survey Ayer will continue to support students and families to participate in real-world experiences and be more strategic with the field-trips we offer to our students.

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: Diverse CCR Clubs, Activities and Events

Partially Implemented

Action 1: Increase Student Engagement were Partially Implemented due to:

- Site has started this year with creating more field trip opportunities and connection to real-world opportunities.
- Lack of opportunities for students to participate in additional clubs and activities in the first semester. There was a lack of funding to start clubs, with the support of Extended Learning contracts were created.

Action 2: Increase Social Emotional Learning was Partially Implemented due to:

- Inconsistent implementation of Social Emotional Learning- including 2nd Step, Morning Meetings, OLWEUS Anti-Bullying Lessons.
- New Staff needs additional Professional Learning on how to use SEL.
- New Staff needs to review and be trained on school-wide Tier I expectations and procedures.

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: Diverse CCR Clubs, Activities and Events

Partially Effective

Action 1: Increase Student Engagement were Partially Effective due to:

- Lack of opportunities for students to participate in additional clubs and activities in the first semester. There was a lack of funding to start clubs but this has been changed due to the partnership of ASP funding and meeting with staff members ahead of time to pre-plan.

Action 2:

- Partially Effective because we do not have 100% implementation of 2nd Step Log ins.
- Increase in Level 1 and Level 2 Atlas Entries.

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.

As a results- major changes that will be made include:

- Increase Amount in Site Budget to provide Extra Pay Contracts for Certificated and Classified Staff for Clubs and Activities
- Provide more Real-World Experiences for Ayer Students- Career Day, Community Members on Campus, More strategic field trips.
- Provide additional PL for SEL Implementation to support Certificated and Classified Staff that may not be using the programs or new to campus.

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: • More opportunities for parents to understand school activities and how they relate to real-world experiences. • More opportunities for families to be involved in school events. • Continue monthly Family events and alignment with PTA support.	ELAC: • More opportunities for parents to understand school activities and how they relate to real-world experiences. • More opportunities for families to be involved in school events and volunteer on campus. • Continue with Family events.	Staff: • Professional Learning to support SEL in the classroom- 2nd Step, Morning Meetings, etc. • Climate Culture Team to set goals and implementation of a plan to increase this area in the student Climate Culture Survey.
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Action 1 :

PBIS and Intentional Climate-Building

Action Details:

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

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:
- Mini-lessons taught by all teachers at the beginning of each semester will include lessons on Guidelines for Success, consequences for misbehavior, school-wide and common area expectations, and resources for help.
 - Structure school day/calendar and provide resources for Class Meetings to build relationships, reinforce expectations, teach Social Emotional skills explicitly, and problem solve.
 - Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
 - Criteria for success communicated with all students and families for attendance award and incentives.
 - Attendance focus week in Semester 1 and Semester 2 with promoting regular attendance.
 - Substitute release time and/or supplemental contracts for Climate Culture Team (CCT) to meet and plan to increase attendance.
 - CCT will analyze site data and classroom practices to improve attendance rates.
 - Proactive referrals to the TST Team that meets every Thursday to discuss students that need additional support so we can loop them in with the proper staff member.
- Tier 2:
- Students referred to the office for Level 2 or chronic Level 1 misbehavior will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration.
 - Program created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.
 - Attendance Award, assemblies, and incentive opportunities provided.
 - Office Assistant to conduct daily attendance calls.

- HSL to conduct and document phone chat with parents of students with severely chronic absenteeism.

Tier 3:

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

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

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

[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.](#)

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

2. What are the planned expenses to support this student group?

Ayer will continue to support all our students by:

- Regular practice of Classroom Circles as they are a core element of a restorative culture and support continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).
- Pair ELs with English Only students to encourage participation in different activities.
- Encourage ELs, SWD and Project Access-Foster Youth to join sports (football, volleyball, baseball, basketball, track & cross country).
- Attendance Incentives Transportation (fieldtrips)

3. What are the planned expenses to support this student group?

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

- Attendance Incentives

4. What are planned actions to support this student group?

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

Student Groups

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

Ayer will continue to support all our students by:

- Regular practice of Classroom Circles as they are a core element of a restorative culture and support continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).
- Pair ELs with English Only students to encourage participation in different activities.
- Encourage ELs, SWD and Project Access-Foster Youth to join sports (football, volleyball, baseball, basketball, track & cross country).
- Attendance Incentives Transportation (fieldtrips)

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

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

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

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

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

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

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased student engagement as more clubs and enrichment opportunities become available. • Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance. • Staff will use data-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements. • Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement. • Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips. • Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions. • Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging. • Strengthened mentorship and club programs, fostering positive peer relationships and leadership skills. • Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals. • Higher family participation in school events, with new activities tailored to community needs based on parent feedback. • A structured approach to SEL (Social-Emotional Learning) rallies and assemblies, improving school climate and student well-being. • Greater staff collaboration in supporting academic and social-emotional development, backed by supplemental contracts for enrichment programs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system. • A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students in need. • A diverse range of clubs and enrichment programs embedded into the school culture, ensuring long-term engagement and student success. • Increased graduation rates and post-secondary readiness, as students gain exposure to career pathways and real-world experiences. • A highly engaged school community with regular, well-attended family events and active parental involvement in school planning. • An established student employment program, reinforcing life skills, responsibility, and career readiness. • A positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer 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	Mat & Supp			School Upgrades to Promote Positive School Culture and Climate and Sense of Belonging. Materials and Supplies for Special Education Programs.	15,000.00
G2A1	Sup & Conc	Instruction	Student Incenti			Student Incentives for Engagement: PBIS, School Swag, Social-Emotional Support and Engagement	21,804.00
G2A1	Sup & Conc	Instruction	Direct Trans			Grade-Level Fieldtrips and Student Engagement	25,000.00

\$61,804.00

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	✓		29.7 %	2023-2024	29.1 %
Chronic Absenteeism - (African American)	✓		38.6 %	2023-2024	38 %
Suspension Rate	✓	2.97 %	6.2 %	2023-2024	5.87 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	3.17 %	6.7 %	2023-2024	6.37 %

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.

Ayer's problem of practice is based on the metrics in this current goal given to us by our data dashboard.

- Due to the transiency rates of our student population we have a chronic absenteeism rate of **29.7%** Our African American students have the highest absenteeism in our school with **38.6%**
- Suspensions have increased **6.7%**with our Socioeconomically Disadvantaged students. We are sitting at 27 suspensions, which is the total we had at the end of the 2023-2024 school year.
- Principal will be coming up with a way to incentivize attendance for positive results.

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

Below are the major causes for our Chronic Absenteeism:

- Families not engaging in Attendance Meetings, Low participation rates in SART meetings.
- Lack of transportation for our students that live in the outskirts of our area. Ayer has one of the largest boundaries and there are different housing complexes and apartments that do not receive transportation to school. This creates a hardship for our families that have to walk longer distances to get to school.
- Attendance Team- change in teaming structures, staffing, and procedures

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 decrease Chronic absenteeism and suspension rates, in particular for our African American Students and Socioeconomically Disadvantaged will:

Chronic Absenteeism:

- Continue to use the Attendance Team and TST to monitor and track students at risk for Chronic Absenteeism
- HSL, OA and TST Team will make individual connections with students who are not showing up to school.
- Home visits by our HSL will be made weekly for students who have high absenteeism rate.
- Families will be surveyed to share barriers of getting students to school through Community Schools Advisory Committee.
- TST team will take the data to generate solutions to barriers (such as providing bus tokens to families if needed).

Suspension Rates:

- Strengthen Tier 1 classroom practices such as using CHAMPS, Classroom Management Plan and fidelity to Morning Meetings and Second Step Lessons.
- Follow Discipline Guidelines binder for alternative means of corrections and share practices that are discussed in the Cohort meetings.
- Engage in equitable disciplinary practices to help change behavior, and see incidents as a learning opportunities.
- Leverage support staff- and Social Emotional Supports, to make connections and support interventions that will be focused on skill building.
- Continue to use Levels of Misbehavior consistently work through inequitable practices for all students.

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: PBIS and Intentional Climate-Building	Fully Implemented
The actions were Fully Implemented to meet the desired student outcomes.	
Action 2: All Students Will Engage in Arts, Activities, And Athletics	Fully Implemented
The actions were Fully Implemented to meet the desired student outcomes.	
Action 3: Attendance	Partially Implemented
The actions were Partially Implemented to meet the desired student outcomes	

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: PBIS and Intentional Climate-Building

Effective

Action 1:

Chronic Absenteeism:

- Efforts were effective due to not enough support staff to support with building relationships and providing a sense of belonging.
- **Principal will be sharing monthly attendance data and create a site competition by grades to positively incentivize changes on campus.**
- Not a fully TST team (missing: social worker and Tier 2 Specialist to help with social emotional supports, skill building self-efficacy, and building friendships were not staffed until later in the year).

Action 2:

Reduction of Suspension rates:

- Through positive behavior supports (MTSS) were effective due to new staff members learning how to implement Levels of Misbehaviors and learning our approach of Discipline Guidelines.
- Low implementation of Second Step Curriculum which helps to teach students SEL competencies that will give them the skills needed for self-management, social awareness, relationship skills and responsible decision-making.
- We also noticed that not all teachers are using calming corners and behavior plans as intended.

Action 2: All Students Will Engage in Arts, Activities, And Athletics

Effective

Engaging in Arts, Activities and Athletics:

- Ayer CCT will review schoolwide data with staff and take action based on data. As part of the review, our team will engage in the cycle of continuous improvement to help identify priorities, common trends, disproportionality and develop systems and structures to connect individual students with available supports and interventions.
- Expanded Learning will enhance student engagement by offering a variety of student-centered, high-quality programs during out-of-school hours, preparing students to be college- and career-ready.
- In collaboration with community partners, FUSD will integrate third-party vendors specializing in areas such as creative arts to expand enrichment opportunities. Additionally, assemblies will provide interactive learning experiences, exposing students to diverse cultures, animals, and scientific concepts.
- Throughout the year, Expanded Learning will celebrate student achievements and foster strong relationships among students, staff, and families, ensuring an inclusive and supportive environment.

Action 3: Attendance

Partially Effective

Action 1:

Chronic Absenteeism

- Efforts were partially effective because we went down in 2023-2024 due to implementing busing back at our school site.
- Currently in **2024-2025 YTD 29.7%** and we are shooting for **29.1%**
- **Principal will be sharing monthly attendance data and create a site competition by grades to positively incentivize changes on campus.**

Action 2:

Reduction in Suspension

- Positive behavior supports (MTSS) were partially effective because overall we have reduced our African American suspensions and improved our ELA and Math scores. But overall we are still seeing similar suspension percentage rates as last year with our suspensions and we need to drop from **6.0% to 5.8%**

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.

Major Changes to Site Plan and Budget:

- Continue funding RCA and possible REC Teacher or SSW to support our Attendance Team and TST Team
- Add additional family supports for attendance- Community Supports and Incentives through Community Schools
- Increase PL to support staff in SEL and Second Step.
- Add additional incentives for PBIS
- Continue with grade level specific field trips.

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:

- Continue funding RCA
- Continue HSL Supports for families and students around different topics that are relevant to our school.

ELAC:

- Continue funding RCA
- Continue HSL Supports for families and students around different topics that are relevant to our school.

Staff:

- Continue funding RCA
- Continue Supports for families and students
- Need better communication from TST and SST.
- Consistently following up with staff so know what is happening with TST, SST and Discipline.
- Continue CCT work.

Action 1 :

All Students Will Engage in Arts, Activities, And Athletics

Action Details:

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

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

Expanded Learning will enhance student engagement by offering a variety of student-centered, high-quality programs during out-of-school hours, preparing students to be college- and career-ready. In collaboration with community partners, FUSD will integrate third-party vendors specializing in areas such as creative arts to expand enrichment opportunities. Additionally, assemblies will provide interactive learning experiences, exposing students to diverse

cultures, animals, and scientific concepts. Throughout the year, Expanded Learning will celebrate student achievements and foster strong relationships among students, staff, and families, ensuring an inclusive and supportive environment.

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

- Protocols and expectations for club sponsors and event logistics.
 - Training and conferences for extended learning opportunities and Culture and Climate Seminars, conferences, professional learning to support/build/increase student engagement.
 - Provide incentives for positive school participation and advertising of the school's positive culture.
 - Participate in regional events with feeder schools, community, parents and students on a regular basis, activities, school culture and climate.
 - Creating non-contingent student/staff incentives to support connection to site. (monthly)
 - Additional funding for Academic/Sports Banquets to establish traditions and community connection to site.
1. **Substitutes to support instruction-** Effective will continue next year
 2. **Supplemental contracts-** Effective will continue next year
 3. **Technology, books, materials and supplies-** Effective will continue next year

[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.](#)

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

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

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

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

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

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

out of the SPSA

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

Student Groups

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

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

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

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

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

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)
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- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies.
- Materials & Supplies for Literacy Night, Family Nights, Family Dances, Movie Nights, Pastries with Parents, various Family Events.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Technology
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives

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

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

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

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease Chronic Absenteeism by 5% • Increase ADA by 5% • Meet iReady School-wide Goal-40% of students will be on grade-level in Reading and Math by D3 • Increase # of students meeting standards on grade-level CFA's and CSA's (75% of students on grade-level for Formative Assessments) • Increase student academic achievement data- SBAC, iReady, CFA's and CSA's • Decrease number of students receiving Tier II and Tier III Academic Supports • Decrease Chronic Absenteeism for EL students by 5% • Decrease suspensions for ALL (maintain overall suspensions under 5% for the year) • Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter).	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Sustain Chronic Absenteeism to 9% or less. • Sustain ADA rates to above 93%. • Improved academic performance- decrease Distance from Standard (DFS) by 15+ pts or more (each year) • Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% • Decrease Suspension Rates by 5% for all Students • Increase students who RFEP • Increase Student Climate Culture Survey Data Results by 5% • Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%) • Sustain decreasing number of students receiving Tier II and Tier III Academic Supports • Decrease Chronic Absenteeism for EL students by 10% • Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Sustain Chronic Absenteeism to 9% or less • Sustain ADA rates to above 93% • Improved academic performance- decrease Distance from Standard (DFS) by 15+ pts or more (each year) • Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10% • Decrease Suspension Rates by 5% for all Students • Increase students who RFEP • Increase Student Climate Culture Survey Data Results by 5% • Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%) • Sustain decreasing number of students receiving Tier II and Tier III Academic Supports • Decrease Chronic Absenteeism for EL students by 10% • Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance

Action 2 :

Attendance Intervention

Action Details:

Ayer staff will develop and implement targeted actions to ensure that students are at school, everyday, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. Tier II Intervention Specialist will run mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance of school attendance and building positive relationships. Rewards and incentive programs will be established throughout the school year to promote good and improved attendance. Home-School Liaison will support this action.

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

- Small group instruction for SEL Strategies and Skills based on research based social emotional curriculum and needs of students. Second Step Curriculum.
- One to one check in with Targeted Support Team members.
- One to one counseling sessions with students of Tier III needs.
- Attendance support meetings to match resources with student/family needs and set goals for attendance improvement.

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.

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

- English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.
- English Learner progress is red for EL progress

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

- No Title 1 funds have been allocated to this action.

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

- One ELAC meeting will focus on importance of attendance, in addition to attendance messages being sent home to families quarterly, which is translated into Spanish and Hmong.

Student Groups

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

Socio-economically Disadvantaged (SED):

- Materials and supplies for parent meetings.

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

Socio-economically Disadvantaged (SED):

- Materials and supplies to encourage positive attendance.
- Incentives for students to improve attendance.
- Materials and supplies in the classroom for lesson planning, student needs and supports.
- SEL supplies for TST Team to offer as part of interventions and programs to increase attendance rates.

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

Socio-economically Disadvantaged (SED):

Schoolwide Monitoring: The Targeted Support Team and will monitor SED students schoolwide to improve attendance.

- **Engaging the School Community:** A comprehensive monitoring system comprising of entire school community, including teachers, administrators, and support staff. This collective effort ensures that everyone is

aware of attendance issues and works together to address them.

- **Data-Driven Decision Making:** Monitoring attendance can be used to understand trends and identify specific groups of students who may need additional support. Data informed interventions to address the unique needs of different student populations.

Tier II (T2) Students: Identified T2 students will receive interventions established and assigned by the Targeted Support Team.

- **Addressing Barriers to Attendance:** Monitoring by TST team will help identify barriers that prevent students from attending school, such as transportation issues, health problems, or family challenges. TST team can then work to provide resources and support to overcome these barriers.

Tier III (T3) Students: Identified T3 students will be monitored through SST process and parent meetings, with additional support from regional CWAS and district resources.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • TST Team systems of support to establish agenda and weekly checks for monitoring student attendance. • Protocols are establish and baseline Outcomes will be monitored by administration, teachers, TST Team and support staff.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Systematic response will be given to monitor attendance data. • Team will address issues and inequities in data and make recommendations for interventions that are appropriate and match student needs. These students will be monitored closely through 8-week cycles and exit or continue depending on data. Expected outcome is improved attendance overall by 5% by the end of the first semester. • Outcomes monitored by administrators, TST Team and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Systematic response will trigger immediate support and appropriate interventions to match the needs of students. Students/families will feel that school is a valuable place where they trust and send their students to be safe and learn. • Continual support of students who are identified as T3 will decrease with shift of mindset and intervention response. • Outcomes monitored by administrators and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Food Services	Mat & Supp			: Student Food Incentives for Awards, Athletics and other Engagement Opportunities	5,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Attendance Incentives and TST Support Incentives	4,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Support with Student Attendance	5,000.00

\$14,000.00

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	✓	96.1 %	94.6 %	2024-2025	95.7 %

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.

Ayer's problem of practice is based on the metrics in this current goal, although there has been an increase in favorable responses for the Staff Climate and Culture Survey, we have identified that there could be a increase in our Organizational Culture Domain. We are aiming to go from **94.6%to 95.7%**

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

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

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.

Needing to be transparent and reiterate our goals as a staff and the areas we are focusing on.

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: Maintaining Positive Staff Relationships

Fully Implemented

Action 1:

Ayer's goal to create a safe and inclusive environment that promotes relationships, diversity and collaboration was fully implemented. Staff engaged in Team Building Activities, staff celebrations, school spirit, professional development, and many other events that built community for the entire staff. This helped to promote relationships amongst staff and strengthen connections amongst staff and students.

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: Maintaining Positive Staff Relationships

Effective

Action 1:

Ayer's continued goal to create a safe and inclusive environment that promotes relationships, diversity, and collaboration in order to support our organizational domain.

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.

CCT Team:

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction.
- Staff planning cultural assemblies and field trips offer students opportunities to connect learning with history and real life experiences.
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear
- Funding for staff events

Retention and Recruitment for Staff Members:

- On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.
- Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.
- Fund for Materials and Supplies, including Technology
- Fund for supplemental teacher contracts
- Fund for Professional Development
- Fund for campus beatification
- Fund for Professional Consultants/trainers
- Professional Educational Books

Aligned Professional Learning:

- Provide Professional Learning Opportunities for ILT and CCT teams will offer opportunities to include staff voice in decision making.
 - Provide Professional Learning Opportunities for best practices for academics.
 - Organize monthly activities such as potlucks, birthday recognition, paint night, bowling, and social hours, etc.
 - Staff appreciation meals and activities Incentives including spirit wear.
1. High Quality Professional Learning Components
 2. IPG
 3. Regional Plans
 4. State Standards ELA/ Math

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:

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

ELAC:

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

Staff:

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

Action 1 :

Maintaining Positive Staff Relationships

Action Details:

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

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

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction.
- Staff planning cultural assemblies and field trips offer students opportunities to connect learning with history and real life experiences.
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Materials and supplies to promote student engagement/staff engagement Materials and supplies to promote cultural assemblies.
- Materials and supplies for incentives for student achievement.

- Funding for Spirit wear.
- Funding for staff events.

Increase Recruitment/Retention of certificated teachers:

- On-going collaboration with Managers in the Teacher Residency Program to recruit potential candidates.
- Provide opportunities to network with teachers from our site and other schools/regions on best teaching practices, developing lesson plans, and to analyzing data.
- Fund for Materials and Supplies, including Technology
- Fund for supplemental teacher contracts
- Fund for Professional Development
- Fund for campus beatification
- Fund for Professional Consultants/trainers
- Professional Educational Books

Aligned Professional Learning to Cultural Proficiency through:

- Provide professional Learning Opportunities from ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Provide professional learning opportunities for best practices for academics.
- Organize monthly activities such as potlucks, birthday recognition, paint night, bowling, and social hours, etc.
- Staff appreciation meals and activities.
- Incentives including spirit wear.

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

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.

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

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

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

- Additional planning time for teachers with their PLCs for intentional backwards mapping of standards, grade level rigor and alignment with scope and sequence.

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

- All students will be engaged in lessons that are intentionally designed reflect their individual learning needs.

Student Groups

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

- Ayer will be using Title 1 funds for professional learning books to continue our learning as a staff.

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

- Materials and supplies to promote student engagement/staff engagement.
- Materials and supplies to promote cultural assemblies.
- Materials and supplies for incentives for student achievement.
- Funding for Spirit wear.
- Funding for staff events.

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

- Planned events throughout the year to support staff engagement and morale.
- UDL PL with Playmakers Work is being implemented and expansion to TK-2nd in the next year.
- Staff potlucks, contests and SEL messages to practice self-care and build community.
- SEL checks/chats with all staff.

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Higher staff retention rates, reducing turnover and creating a stable, experienced teaching staff. • A school culture that prioritizes well-being, collaboration, and staff appreciation, leading to long-term job satisfaction. • A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally. • Enhanced school-community relationships, as staff, students, and families engage in shared events and activities. • Increased student success and academic outcomes due to consistent, well-supported teachers. • A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Reduced teacher burnout and stress levels due to ongoing SEL support, well-being check-ins, and social-emotional PD. • Stronger staff relationships and collaboration, resulting in a more cohesive and supportive school culture. • Increased staff retention rates as teachers feel more valued, connected, and supported in their professional growth. • More active staff participation in community-building events such as game nights, picnics, and outside gatherings. • Increased engagement in school spirit initiatives, strengthening a sense of unity among staff and students. • More effective mentorship and professional growth opportunities, improving instructional practices and student achievement.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Higher staff retention rates, reducing turnover and creating a stable, experienced teaching staff. • A school culture that prioritizes well-being, collaboration, and staff appreciation, leading to long-term job satisfaction. • A self-sustaining support system where new teachers receive mentorship and veteran teachers continue to grow professionally. • Enhanced school-community relationships, as staff, students, and families engage in shared events and activities. • Increased student success and academic outcomes due to consistent, well-supported teachers. • A positive, inclusive, and thriving workplace environment where staff feel valued and motivated to stay.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Staff Professional Learning Books and Supplies	4,092.00
G4A1	Sup & Conc	Instruction	Travel			Conferences	10,000.00
G4A1	Sup & Conc	Instruction	Travel			: Staff Travel Link for Conferences	10,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Training for Academic Coach for WriteTools PL to Present to Staff Members.	5,000.00
G4A1	Sup & Conc	Food Services	Direct-Food			Staff/Student Incentives for PL, PLCs, TST and Engagement	5,000.00

\$34,092.00

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	✓	95.3 %	87.9 %	2024-2025	89 %

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.

Ayer’s Problem of Practice is to continue to increase the opportunities for families to engage in their child’s education. Lack of Parent Engagement Despite our efforts to foster a welcoming and inclusive school environment, recent results from the Family Climate and Culture Survey indicate a lack of parent engagement. This issue is critical as active parent involvement is essential for student success and overall school improvement. The survey results highlight only 86% of parents answered favorably to this question.

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

Below are the major causes to support family engagement in their child's education:

- High transiency and non-stability rates- Families are not aware of our opportunities that we have on campus besides Extended Learning.
- Lack of Family Involvement in events or showing up to our PTA meetings.
- Lack of Transportation for as large as our boundaries are. Ayer has one of the largest boundaries areas besides Tatarian.

Several factors can contribute to a lack of parent engagement in schools, as indicated by family climate and culture surveys. Here are some major causes:

- Many parents have demanding work schedules and other commitments that limit their availability to participate in school activities.
- Some parents may feel they lack the knowledge or skills to help with their children's schoolwork, especially as it becomes more specialized.
- Cultural or socioeconomic differences can create barriers to engagement. Parents from diverse backgrounds may feel disconnected or unwelcome in the school community if they are not able to connect with anyone at the school site.
- Language differences between parents and school staff can hinder effective communication and involvement.

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.

- Reconfiguring contact expectations for Home School Liaison Intense focus with parent outreach.

- Additional support through school-wide ParentSquare App and Class Dojo.
- **Partnering with Success Together (if funded through regional fund) to bring new strategies to families. Meetings will be at night, with babysitting and meals provided.**
- Increased messaging regarding school programs aligning on the school website and getting more parents involved with PTA and volunteering on campus.

Lack of Time:

- Many parents have demanding work schedules and other commitments that limit their availability to participate in school activities.

Limited Knowledge and Skills:

- Some parents may feel they lack the knowledge or skills to help with their children's schoolwork, especially as it becomes more specialized.

Language Barriers:

- Language differences between parents and school staff can hinder effective communication and involvement.

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: Parent Engagement in Academic/Activity Opportunities

Fully Implemented

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

- Increased number of family engagement opportunities- families were invited to participate in school events: Fall Dance, Turkey Trot, Gingerbread Decorating Night, etc.
- Parents were provided the opportunity to take the Fall/Spring Climate and Culture Survey at school.
- Increased the number of families who attend Family Engagement Hours where community members to speak, different topics, called parents to attend, added grade-level performances for families to see their child perform.
- Community School Coordinator will continue aligning school vision with community partners and family members.

The action was **Fully Implemented-** while we still do not have as much participation as we want, we have implemented everything that was planned.

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: Parent Engagement in Academic/Activity Opportunities

Effective

- Increased the number of families who took the Fall Survey. Went up over 50 families.
- Increased the number of families who attend and support school events.
- The addition of Community Schools has made a huge impact on being able to support our families and community.

The Fall Climate & Culture survey shows that parents feel engaged. We had multiple opportunities for parent to be engaged on campus. We expect to see a favorable increase next 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.

- **Student Academics:** PL and PLC's provide opportunities to share best practices and learn from each other. They will share Unit Overviews, Lesson Topics, and testing calendar with parents quarterly.
- **Student Centered and Real-World Learning:** Staff planning cultural assemblies and field trips
- **Student Engagement:** Students connecting their learning and applying their learning through real-life experiences promotes engagement.
- **Additional Community Schools Partnerships**
- **Partnering with Success Together (if funded through regional fund) to bring new strategies to families. Meetings will be at night, with babysitting and meals provided.**

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will provide training to our HSL and Office Assistant in strategies on parent outreach. Seeking feedback from current parents are big community events will help us design meeting/engagement activities to better support our community.

Funding for Activities:

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

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:

- Continue Family Engagement Hours
- More opportunities for families to Volunteer at school.
- More information for families to help their child at home (utilizing teams).
- Start Literacy Nights and Book Clubs

The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting protocols and recruiting parents for engagement.

ELAC:

- Continue Family Engagement Hours
- More opportunities for families to walk classrooms.
- More information for families to help their child at home that have language barriers.

All data and recommendations were shared with the ELAC. The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.

Staff:

- Continue Family Engagement Opportunities
- Continue having grade levels supporting PTA
- More Staff involvement in Community Schools Advisory Committee

All data and actions were reviewed by staff. The staff emphasized the importance of parent engagement and gave feedback on how we can be more inclusive with messaging and events.

Action 1 :

Parent/Community Engagement in Academics & Activities

Action Details:

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

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

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

Funding for Activities:

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

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.

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

2. What are the planned expenses to support this student group?

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

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

3. What are the planned expenses to support this student group?

- Communicate events utilizing different media: Facebook, Ayer webpage, ParentSquare, Class Dojo.

- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food at Events Assemblies
- Fund for vendors (Krazy Karen, Science Mobile, Bubble Man, Dippin' Dots, etc.)
- Materials and Supplies
- Parent Communicator Folder for TK-2
- Parent/Teacher Communication Planners for 5th-6th (potentially)
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Fund for campus beatification

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

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

Communication through:

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

Student Groups

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

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

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

- Materials and Supplies
- Parent Communicator Folder for TK-2
- 5th-6th Grade Planners (potentially)
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)

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

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

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

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

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

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

Communication through:

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

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.

Short Term Goals will include:

- Creation of a calendar of all community events throughout the year. Events will be categorized and topics will be focused on current needs.
- Developing a system of feedback to collect data to inform future meetings of topics parents/community members want to hear about.

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.

Mid Term Goals will include:

- Maintaining community events throughout the year. The events will be categorized and topics will be focused on current needs.
- System of feedback will inform current topics and formats for meetings.
- More community partners through the addition of Community Schools.

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.

Long Term Goals will include:

- System of feedback from parent engagement and community to inform best practices and engagement strategies.
- Community partnerships are a huge part of the work we do at Ayer, and with the addition of Community Schools we are able to leverage the talents and skills of our Community Schools Coordinator to develop lasting relationships with different community partners.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies to Support Parent Involvement *NO FOOD OR INCENTIVES*	1,132.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Graphics-Pamphlet's for Families Showcasing Ayer.	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Incentives for Parent Meetings	3,000.00

\$5,132.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0020 Ayer Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST and Planning *NO IEPs or 504s*	5,964.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		14,366.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Subscriptions for Learning Programs	16,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Support with ELA and Math Instruction from California Teaching Fellows	31,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			3 Planning Days for PLC, FSA Planning Days and TK/Kinder coming 2-days early to test students, IEPs & 504s	35,781.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology maintenance	3,000.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.3181		24,068.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.6819		51,592.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Maintenance	7,221.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts includes ELPAC Assessors	18,391.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Supplemental Items to Support Student Instruction	18,210.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Computers, Notebooks, Classroom Materials, Copying Supplies	12,000.00
G1A3	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage for HSL Home visits	2,991.00
G1A3	LCFF: EL	Food Services	Direct-Food			: Food for ELAC and Reclassification Celebration	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			School Upgrades to Promote Positive School Culture and Climate and Sense of Belonging. Materials and Supplies for Special Education Programs.	15,000.00
G2A1	Sup & Conc	Instruction	Student Incenti			Student Incentives for Engagement: PBIS, School Swag, Social-Emotional Support and Engagement	21,804.00
G2A1	Sup & Conc	Instruction	Direct Trans			Grade-Level Fieldtrips and Student Engagement	25,000.00
G3A1	Sup & Conc	Food Services	Mat & Supp			: Student Food Incentives for Awards, Athletics and other Engagement Opportunities	5,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Attendance Incentives and TST Support Incentives	4,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Support with Student Attendance	5,000.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Staff Professional Learning Books and Supplies	4,092.00
G4A1	Sup & Conc	Instruction	Travel			Conferences	10,000.00
G4A1	Sup & Conc	Instruction	Travel			: Staff Travel Link for Conferences	10,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Training for Academic Coach for WriteTools PL to Present to Staff Members.	5,000.00
G4A1	Sup & Conc	Food Services	Direct-Food			Staff/Student Incentives for PL, PLCs, TST and Engagement	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies to Support Parent Involvement *NO FOOD OR INCENTIVES*	1,132.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Graphics-Pamphlet's for Families Showcasing	1,000.00

G5A1		Parent Participation	Direct-Graph	Ayer.	1 000 00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Incentives for Parent Meetings	3,000.00
					\$357,612.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,554.00
Sup & Conc	7090	\$230,466.00
LCFF: EL	7091	\$53,592.00
Grand Total		\$357,612.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$242,584.00
G2 - Expand student-centered and real-world learning experiences	\$61,804.00
G3 - Increase student engagement in their school and community	\$14,000.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$34,092.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,132.00
Grand Total	\$357,612.00