



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mayfair School	Middle/High 19643031935618	October 29, 2024	December 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mayfair Middle/High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mayfair Middle/High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The Mayfair SPSA is aligned with the Local Control and Accountability Plan process, The WASC Action Plan (November 2022), and Mayfair's Theory of Action (adopted Spring 2023). The purpose of the SPSA is to collaborate with School Site Council, the English Learner Advisory Committee, site Instructional Leadership Team (ILT), and other advisory groups to align site funds and resources to school-wide goals that address student needs based on performance and success indicators. These school-wide goals align to the district's LCAP goals and actions. Mayfair was visited by the Western Association of Schools and Colleges in early November 2022. The WASC Action plan is aligned with the School Plan for Student Achievement as well as District LCAP goals and actions to facilitate a plan with systems of accountability that is data driven with input from our community partners and district colleagues. Additional steps were taken during the 2022-23 school year to review the recommendations of the WASC Visiting Team in collaboration with district leadership and the aforementioned educational and community partners to develop a schoolwide "Theory of Action" that aligns with District LCAP Goals, Mayfair's Single Plan for Student Achievement and School Action Plan as well as the Bellflower Unified School Districts 5 Year Plan.

Educational Partner Involvement

How, when, and with whom did Mayfair Middle/High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council will meet nine times through the 2024-25 school year, enhancing its role as a collaborative body that continuously reviews, discusses, and refines the SPSA to ensure it meets evolving needs. Input from various school stakeholders—including staff, the English Learner Advisory Committee (ELAC), and the Leadership Team—was instrumental in shaping the SPSA, creating a holistic approach to address student needs across academic and socio-emotional domains.

To drive improvement across all content areas, Professional Learning Communities (PLCs) will convene regularly, analyzing school-wide assessment data to inform instructional practices, with a focus on supporting at-risk students. In addition, the principal and counselors, working alongside intervention teachers, will engage in thorough assessments of content-area data to identify next steps for targeted instruction and support. Instructional Leadership meetings, held monthly, will foster data-driven decision-making, with rigorous analysis of both academic and non-academic data to enhance student outcomes.

The development of this plan reflects the input and active engagement of Mayfair's community partners, including:

- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Instructional Leadership Team (ILT)
- Parent Teacher Student Association (PTSA)
- Principal's Student Cabinet
- Community Schools Council (part of our partnership with LACOE)

Additional Educational Partners supporting this collaborative effort include local business leaders, alumni networks, and community organizations who bring valuable perspectives to enhance the school's learning environment. This inclusive approach ensures that Mayfair's SPSA is not only a document but a dynamic roadmap for continuous growth, aligned with the aspirations and needs of our entire school community.

In the summer of 2024-25, Mayfair strengthened its partnership with the Los Angeles County Office of Education (LACOE) by welcoming a Community Schools Specialist who joined our team in the summer of 2024. This new collaboration centers on implementing the Community Schools Framework, a holistic approach that enhances student

support through partnerships and community engagement. The Community Schools Specialist plays a key role in uniting diverse community groups, actively seeking their input, and creating integrated support systems that address both the academic and socio-emotional needs of our students. This partnership exemplifies our commitment to fostering a supportive, inclusive, and resource-rich learning environment for the entire Mayfair community. The Community Schools Framework in California is an educational approach designed to address students' academic, social, and emotional needs by integrating a wide array of community resources into the school environment. Under this model, schools collaborate with local partners to provide wraparound services, including health and mental health services, family engagement, after-school programs, and resources that promote equitable learning opportunities. Funded by California's Community Schools Partnership Program, this initiative aims to create a supportive, whole-child-focused environment that encourages academic success, family involvement, and stronger community-school relationships.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Community Engagement and Input Collection

Mayfair Middle/High School values community partnerships, incorporating consistent communication and surveys to continually enhance students' educational experiences. Multiple surveys gather feedback from students, parents, and staff to shape school initiatives, policies, and programs:

Student Surveys:

Senior Survey: Grade 12 students complete an end-of-year survey on high school experiences through California Colleges.

Healthy Kids Survey: Students in grades 7, 9, and 11 participate annually to gauge overall well-being.

Social-Emotional Learning (SEL) Survey: All students (grades 7-12) participate to provide insights into their social-emotional needs and experiences.

Parent Surveys: parents are provided opportunities to participate in several surveys both formally and informally throughout the year. Formal opportunities include the Panorama Survey. Informal opportunities have included the following topics this year to date: Proposition 28 and cell phone/electronic device survey.

DELAC Needs Assessment: Provides input on English Language Learner services.

School Climate Survey: Gathers feedback on the school environment.

Safety and Communication: Parents share their perspectives on safety protocols and school communications throughout the year.

Additional Feedback Avenues:

School Site Council (SSC), English Learner Advisory Committee (ELAC), and PTSA Council meetings allow students, parents, and staff to contribute to decision-making processes.

Informal surveys, including PLUS/DELTA reflections post-meetings or emergency drills, provide staff feedback on specific events.

Key metrics and indicators include LCAP Surveys, Panorama Survey, California Healthy Kids Survey, and ad hoc surveys following significant events.

Student Voice and Leadership

Student Cabinet: Launched in the 2022-23 school year, this student-led body represents a wide range of student voices, allowing students to directly impact school policies and initiatives. The Student Cabinet fosters a collaborative school culture where students are central to shaping a responsive and inclusive school environment.

The 2024-25 Principal's Cabinet selections have been finalized after conducting interviews during the first quarter. This year's cabinet includes:

- Freshmen (2): Two 9th-grade students bringing new perspectives from the freshman class.
- Sophomores (2): Two representatives from the 10th grade.
- Juniors (2): Two members from the junior class, offering valuable continuity and insights for the school community.
- Seniors (4): Four senior representatives, with two taking on prominent leadership roles:
 - Chief of Staff: A senior leader who oversees cabinet initiatives and assists in coordinating student representation.
 - Deputy Chief of Staff: A senior in charge of supporting the Chief of Staff, helping manage cabinet functions, and ensuring student voices are heard.

The cabinet will focus on advancing school initiatives, providing student feedback, and enhancing the school community through collaborative projects and communication. Purpose and Mission: The cabinet serves as a platform for students to influence school improvements, ensuring their perspectives guide decisions. The mission is to cultivate ownership, inclusion, and continuous school growth.

Expansion Plans: Mayfair is preparing to establish a Middle School Cabinet, empowering younger students in grade 7 to develop leadership skills and contribute meaningfully to the school community.

Panorama Social-Emotional Learning (SEL) Survey Insights (Fall 2023) - Mayfair just completed the Fall Administration of the Panorama Survey. The following information reviews and summarizes data from the last administration. Further analysis will be completed once the 2024 Survey Data is available.

The most recent survey at Mayfair High School assesses student competencies in Social-Emotional Learning (SEL) across five areas: Emotion Regulation, Grit, Growth Mindset, Self-Management, and Social Awareness. Here's a summary of the findings:

1. **Emotion Regulation:** 49% of students responded favorably, a slight improvement of 1% from the previous survey, aligning with the district average. Students showed varied abilities in managing stress, with about half able to maintain calm and control emotions.

2. **Grit:** Scoring 58% favorably (up by 5% from the last survey), students displayed perseverance in achieving long-term goals, surpassing the district average slightly. Many students reported focus and resilience, even amid challenges.

3. Growth Mindset: This area achieved a 50% favorable response rate, up by 3% and equal to the district average. Students showed a moderate belief in their capacity to improve their abilities and school performance.

4. Self-Management: With a strong favorable score of 71% (up by 3%), this area saw students frequently report preparedness, politeness, and goal-oriented behavior, notably surpassing other competencies and reflecting positively on self-discipline.

5. Social Awareness: Matching the district average at 62%, this score represents a 3% improvement, with students demonstrating empathy, listening skills, and respect for differing perspectives.

This data suggests strengths in Self-Management and Social Awareness, with steady growth across competencies. It indicates areas for focus, especially in Emotion Regulation and Growth Mindset, to support further SEL development in Mayfair's student body.

In examining the SEL survey data for Mayfair High School, we see variations in responses across middle school (grades 7 and 8) and high school students (grades 9-12) in key areas of Social-Emotional Learning (SEL): Emotion Regulation, Grit, Growth Mindset, Self-Management, and Social Awareness. Here is a breakdown:

Middle School (Grades 7 and 8)

Emotion Regulation: Middle school students showed slightly lower favorable responses than high school students, with less consistency in controlling emotions under stress. Roughly 45% reported they can "somewhat easily" manage pressure or stay relaxed when others are upset, suggesting room for growth in emotional stability.

Grit: Middle school students rated lower in maintaining long-term focus, with many indicating "sometimes" rather than "frequently" or "always" staying focused on goals over months. Approximately 53% responded favorably, indicating early development in perseverance, with improvements potentially aided by support in setting and achieving incremental goals.

Growth Mindset: Growth mindset responses were moderate, with middle schoolers somewhat less likely to view intelligence and effort as changeable factors. About 47% responded favorably, indicating some optimism for personal improvement, though less than in the high school group.

Self-Management: This area saw some of the highest middle school scores, with 68% favorability. Students reported good levels of preparedness and politeness but noted occasional difficulty in staying focused without distraction, hinting at areas for strengthening organizational skills and impulse control.

Social Awareness: Middle school students expressed strong abilities to listen to peers' viewpoints (around 60%), though empathy scores were slightly lower than in high school. Many middle schoolers noted that they "care somewhat" about others' feelings and can "sometimes" manage conflicts diplomatically, indicating foundational skills that could be further nurtured.

High School (Grades 9-12)

Emotion Regulation: High school students rated marginally higher than middle schoolers in emotional control, with a favorability of around 50%. Students in grades 9-12 demonstrated more ability to maintain calm under pressure, suggesting more developed emotional regulation with age and experience.

Grit: High school students showed a stronger commitment to perseverance, with a favorable response rate of 59%. They were more likely to stay focused on long-term goals, even with setbacks, showing an improvement compared to middle school responses. High schoolers reported a higher likelihood to "frequently" pursue important goals despite challenges.

Growth Mindset: High school students responded with moderate optimism (51%) about their ability to change factors like intelligence and effort. This group showed a growing belief in their potential to improve academically, especially in behavior and work ethic, which may be linked to academic pressures at this stage.

Self-Management: Self-management scored the highest among high school students, with 74% favorability. Students often reported being prepared, following directions, and showing politeness to peers and adults, indicating strong self-regulation skills. High schoolers also displayed higher consistency in resisting distractions and managing tasks independently.

Social Awareness: High school students showed more developed empathy and listening skills, with around 65% favorable responses. They often reported respect for others' views and a greater ability to engage diplomatically with different perspectives, highlighting maturity in interpersonal skills and readiness for collaborative environments.

Summary

The SEL data for Mayfair High School reveals that Self-Management and Social Awareness are strengths across both groups, with high school students showing more advanced skills due to experience. Grit and Emotion Regulation improve notably between middle and high school, reflecting maturing abilities to cope with stress and persevere. Growth Mindset sees gradual increases, with high school students showing a modest belief in their ability to improve academically, whereas middle school students are still developing these outlooks.

The data underscores the importance of age-appropriate SEL strategies, particularly in reinforcing Emotion Regulation and Growth Mindset for middle schoolers, and bolstering Grit and Social Awareness among high school students to support well-rounded development.

Minga Surveys: Implemented in spring 2023, Minga enables weekly student polling for real-time feedback on school experiences. A recent survey on the Block Schedule transition showed 85% of students favored the change, illustrating the platform's effectiveness in capturing student sentiment.

The Forecast: Sent twice a month now with over 4,000 engagements, this school newsletter solicits feedback on various topics (e.g., scheduling changes, safety protocols), providing valuable insights into community perspectives on school policies and practices.

Mayfair Middle/High School remains dedicated to maintaining strong community partnerships, ensuring that feedback drives meaningful improvements to support student success.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Beyond the evaluation process, the classroom observation protocol at Mayfair Middle/High School is strategically designed to support a culture of continuous instructional improvement and is conducted through three lenses:

1. District-Level Instructional Rounds (IR) (Currently Paused):

At the district level, instructional rounds (IR) are conducted to provide a standardized tool for classroom observation across schools, ensuring consistency and clarity in feedback. IR focuses on building alignment in instructional expectations and offering district-wide professional development that reflects observed trends and needs in classrooms.

2. Site-Level Observations as an Administrative Team:

As a collaborative effort, the site-level administrative team schedules regular, systematic classroom visits. These visits occur weekly and follow a rotation that includes specific wings or subject areas. This approach allows administrators to see a range of instructional practices, norm observation criteria, and discuss cross-curricular instructional trends in administrative team meetings. Observations provide opportunities for group reflections and feedback that inform school-wide strategies and identify areas for targeted professional development.

3. Individual Observations by Site Administrators:

Individual administrators perform classroom walkthroughs weekly, focusing on targeted instructional areas. These visits last between 3 to 10 minutes and are designed to monitor specific instructional practices or school-wide systems. Each walkthrough centers on one prioritized focus, such as depth of knowledge or adherence to the on-time arrival initiative set for students at 95% or higher. These observations are separate from the formal evaluation cycle and aim to offer ongoing support and development, encouraging a growth-oriented environment.

The Instructional Leadership Team (ILT) at Mayfair has expanded the classroom observation initiative to include teaching staff in walkthroughs, promoting a collaborative learning environment among educators. With the Focus on Learning Tool, co-developed by administrative staff and refined with ILT input, teaching staff can now actively participate in observations, enhancing their insight into instructional strategies and providing opportunities for peer-supported growth.

The goal is for each ILT member to conduct at least one classroom walkthrough, accompanied by an administrative team member, before winter. This initiative fosters shared accountability and aligns with our commitment to professional learning by engaging teachers in observation-based discussions that benefit classroom practices across the school.

Expanded Focus Areas for Instructional Support

The classroom observation framework has been enriched to include our Instructional Specialist, whose focus aligns with three key instructional shifts designed to enhance teaching and learning under the block schedule:

Transition to Block Schedule Instructional Practices: Observations focus on teachers' adaptation to the block schedule, including lesson pacing, student engagement strategies, and effective use of extended class periods for in-depth learning.

Learning Objectives and Outcomes: Teachers are expected to display clear, measurable learning objectives linked to grade-level and content standards. Observations assess not only the posting of objectives but also how these goals are conveyed to students and how outcomes align with intended learning.

Enhanced Student-Teacher Dialogue and Academic Talk: Emphasis is placed on promoting a collaborative learning environment where dialogue between students and teachers fosters deeper understanding. Observers look for "Academic Talk," assessing the frequency, quality, and impact of teacher-student interactions and student-to-student academic discussions.

Professional Development and Continuous Improvement

In line with these focus areas, staff development initiatives include training on the Cycle of Continuous Improvement. This training clarifies distinctions between classroom observations and formal evaluations, helping staff understand the role of observations in fostering incremental growth. Additionally, a feedback loop is being developed in collaboration with the Instructional Leadership Team, allowing for structured, actionable insights that teachers can implement between observations.

This multi-lens observation approach not only strengthens instructional practices but also promotes a supportive environment for professional growth, aligning with Mayfair's broader goals of academic excellence and student success.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In the 2024-25 school year, Mayfair continues to strengthen and expand its data-driven approach to instruction, with ongoing review and analysis of state and local assessments at multiple levels, involving both teachers and administration. Local assessment data is readily accessible to all teachers via School City, allowing them to monitor student progress through Professional Learning Community (PLC) time. This dedicated time enables teachers to analyze student progress on current assessments, using the insights gained to inform and adapt classroom instruction and address any gaps in knowledge and skills.

To further support data-informed instruction, the school administers the NWEA MAP Growth assessments twice annually for ELA and Mathematics, as well as a district writing test given twice per year to evaluate and enhance students' writing skills. CAASPP data also plays a significant role, as PLCs and school leadership teams use these scores to pinpoint learning gaps and implement targeted strategies to bridge these gaps effectively.

In the 2024-25 school year, Mayfair is dedicated to strengthening and expanding its commitment to data-driven instructional practices, recognizing the need for a heightened focus on using data across all content areas to inform and enhance instruction. While assessments and data have been incorporated into planning, there remains an imbalance with excessive focus on content delivery rather than tailoring instruction based on students' needs as revealed by assessment and informal data.

To address this, teachers and administration are working to integrate both formal and informal data analysis into regular instructional planning, ensuring that student progress guides decisions on instructional strategies and supports. Local assessment data, accessible through School City, enables teachers to monitor and respond to students' needs in real-time, while dedicated PLC time facilitates collaborative analysis of assessment data to refine and adapt instructional approaches. The insights gained from NWEA MAP Growth tests, CAASPP results, district writing assessments, and ELPAC scores are increasingly central to identifying and addressing gaps, rather than merely progressing through curriculum content.

Additionally, the newly appointed Teacher on Special Assignment (TOSA) appointed in 2023-24 for instructional support exemplifies this shift toward data-informed decision-making by focusing on improving Tier One instruction and support systems for ELL students based on identified needs. Through this increased emphasis on data-driven decisions, Mayfair aims to ensure that all instructional strategies align closely with student needs, enhancing learning outcomes across the campus.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum embedded assessments are continually being used to monitor student progress and modify instruction. IXL is used in Math 7 through IM1 to measure individual student progress on grade level standards and provide targeted intervention. However, Mayfair needs to improve the use of data to make informed decisions for curriculum, instruction, and assessments by adopting a specific data protocol/process for analysis, and providing training to teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers on the campus of Mayfair Middle/High School meet the requirements to qualify as highly qualified teachers under ESEA legislation.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Mayfair Middle/High School benefit from well-equipped classrooms that include the necessary instructional resources to support high-quality, student-centered teaching. To foster continuous professional growth, teachers engage in a range of professional development opportunities designed to enhance instructional practices, collaborative learning, and content knowledge. Professional development is embedded in regular Professional Learning Community (PLC) meetings, site-based staff meetings, and district-sponsored sessions, offering teachers a blend of collaborative and targeted learning experiences. Additionally, our approach emphasizes instructional rounds and structured classroom observations, enabling teachers to receive actionable feedback aligned with district and site-level goals for instructional improvement.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site and district professional development (PD) is strategically aligned with content standards and tailored to support effective, impactful instruction across all subject areas. Specifically, in English Language Arts (ELA), professional development now includes comprehensive training on the NWEA (Northwest Evaluation Association) assessment, which provides essential insights into student growth through benchmark testing. This training equips ELA teachers with tools for data interpretation, facilitating targeted support and instructional strategies to address diverse student needs based on individual and group performance metrics.

In mathematics, a series of sustained professional development sessions have bolstered our transition to innovative instructional approaches, enhancing teachers' capacity to align instruction with updated curriculum standards and emerging assessment tools. These training efforts ensure math teachers are well-versed in new methodologies, including formative assessments, adaptive learning technologies, and collaborative instructional techniques.

We are also laying a strong foundation for transitioning to the Next Generation Science Standards (NGSS) with the inclusion of integrated earth science concepts in new Biology, Chemistry, and Physics courses. This integration represents a significant shift in the science curriculum and is fully supported by dedicated PD sessions focusing on NGSS-aligned content, instructional shifts, and effective hands-on learning strategies. Teachers are prepared to facilitate inquiry-based science instruction, promoting deeper understanding and critical thinking.

Professional development is continually informed by site and district assessment data, which serves as the foundational base for training sessions. Data on school-wide, small group, and individual student performance drives targeted PD offerings, ensuring that training is directly relevant to the academic needs of all students. This data-driven approach fosters an environment of continuous improvement and responsive teaching practices.

PD sessions occur multiple times per month, allowing for consistent growth and reinforcement of best practices. To further support the implementation of PD insights, teachers engage in weekly Professional Learning Communities (PLCs), where they collaboratively reflect, adjust, and refine instructional strategies. This weekly follow-up promotes accountability and sustains momentum in applying new knowledge to classroom practice.

Additionally, teachers engage in reflective discussions during leadership meetings, assessing their instructional practices and identifying ongoing PD needs. This collaborative reflection enables teachers to shape future PD offerings, aligning them closely with both the school's instructional goals and the evolving needs of their students. This cyclical approach to professional development empowers educators to grow and adapt continuously, fostering a culture of high-quality, responsive instruction at every level.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In the 2024-25 school year, Mayfair Middle/High School has strengthened support for teachers in implementing strategies to enhance English Learner (EL) instruction. Mayfair teachers receive ongoing, targeted assistance from the Bellflower Unified School District's (BUSD) dedicated TOSA (Teacher on Special Assignment), who works closely with staff to deepen their instructional practices. With the TOSA's guidance, teachers are now proficient not only in the development and integration of Language Objectives across content areas but also in refining these objectives to align with academic standards and support content accessibility for all EL students. This enhanced focus has led to a more structured approach in setting measurable language goals, promoting academic discourse, and facilitating equitable learning opportunities for EL students. Through district-provided professional development and individualized coaching, Mayfair teachers are equipped with advanced strategies for scaffolding content and assessing language growth, ensuring EL students can access and thrive within a rigorous academic environment.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In the 2024-25 school year, teachers at Mayfair Middle/High School benefit from structured collaboration opportunities throughout each month. Professional Learning Communities (PLCs) meet at least twice monthly, with a third collaboration opportunity during department meetings. These sessions support teachers in lesson planning, assessment analysis, and goal setting to ensure unified instructional progress. Additionally, with the implementation of the block schedule, nearly all teaching staff have a minimum of 89 minutes each day dedicated to planning, preparation, and collaboration with colleagues, enabling deeper instructional alignment and professional growth.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

For the 2024-25 school year, all instructional content at Mayfair Middle/High School aligns with California's content and performance standards. Our curriculum, approved by the California State Board of Education and adopted by the BUSD Board of Education, is delivered to students using highly effective, data-driven instructional strategies. These include Structured Interactive Instruction (SII) and Thinking Maps, which support student engagement and comprehension across all content areas.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes have been approved according to state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students are placed in intervention courses prior to the master schedule being built to ensure meeting of students' needs. Additional changes to the schedule are made during the school year based on student need.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Up to date instructional materials and curriculum is available for all teachers to access on the Mayfair Middle/High School campus. There is a procedure in place to address any changing needs. Technology support is excellent with two site based staff to both troubleshoot software/hardware and support instruction

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum and materials at Mayfair Middle/High School are State Board of Education adopted materials that are aligned with the state standards for each content area.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services at Mayfair Middle/High School for under-performing students include, before, during the school day, and after school intervention courses and tutoring sessions. This effort also includes a clear plan for students to improve grades provided by their teachers. Furthermore, department chairs are studying the principles of grading equity and will study the principles of UDL in order to increase opportunity and equal educational access for all students. Although Mayfair has a variety of supports in place for students, they are mostly voluntary with little oversight for individual compliance.

Evidence-based educational practices to raise student achievement

Research based educational practices that have been proven to raise student achievement include the use of SII instructional practices coupled with the integration of Thinking Maps within daily instruction. Additionally, we continue to advance our classrooms with technology to enhance student learning. This includes the school wide use of Google Classroom and Google Meet and other technologies that were added last school year.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Mayfair Middle/High School has many resources available to assist under-achieving students including Caring Connections, Community Schools Initiative, LA CADA, before and after school tutoring, math intervention classes, coffee with the counselors, and teacher 'office hours' to assist students and parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental and Concentration Grant funding are provided by the district to enable underperforming students to meet academic standards.

Fiscal support (EPC)

N/A

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism. and Suspension

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Special Education (ELD, Math, And CCI). and English Language Learners (ELD, Math, And CCI)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mayfair Middle/High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.19%	0.20%	7	5	5
African American	15.36%	15.9%	15.79%	400	410	388
Asian	5.49%	5.24%	5.25%	143	135	129
Filipino	6.34%	6.17%	5.98%	165	159	147
Hispanic/Latino	55.84%	57.02%	58.16%	1,454	1470	1429
Pacific Islander	1.04%	1.01%	0.90%	27	26	22
White	12.25%	11.48%	10.66%	319	296	262
Multiple/No Response	3.11%	2.75%	2.85%	81	71	70
Total Enrollment				2,604	2578	2457

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	376	428	384
Grade 8	486	384	437
Grade 9	446	492	361
Grade 10	464	439	463
Grade 11	433	432	415
Grade 12	399	403	397
Total Enrollment	2,604	2,578	2,457

Conclusions based on this data:

1. Enrollment has been steadily decreasing over the past three years reaching a new low during the 2024-25 school year. Enrollment has dropped almost 5%.
2. Latino/Hispanic remains the largest ethnic group and has grown to 58% of the population with all other groups remaining relatively the same percentage over the past three years.
3. The largest two grades on the Mayfair campus is 10th grades followed closely by the current 8th and 11th

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	227	200	180	7.8%	8.7%	7.3%
Fluent English Proficient (FEP)	515	512	473	20.8%	19.8%	19.3%
Reclassified Fluent English Proficient (RFEP)	45	21	46	12.3%	1.76%	13.1%

Conclusions based on this data:

1. Staff needs additional training and support to address the needs of our English Language Learner student population across all content areas. Professional development needed to provide Tier 1 Supports for all students, especially our English Learners.
2. To increase the number of students who are capable of reclassification, the school must educate parents and all community partners on the process for recalssification. The EL student population needs to be educated on the importance of reclassification at a school level in order to increase the number of reclassifications
3. Data for RFEP needs to be updated. It would be beneficial to know how many reclassifications are due to special ed exemptions

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	368	414	385	366	402	378	366	401	378	99.5	97.1	98.2
Grade 8	476	381	424	457	367	418	457	367	418	96.0	96.3	98.6
Grade 11	400	386	381	384	368	364	383	368	364	96.0	95.3	95.5
All Grades	1244	1181	1190	1207	1137	1160	1206	1136	1160	97.0	96.3	97.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2533.	2539.	2530.	9.84	11.22	10.05	35.52	35.41	33.60	29.23	30.42	28.31	25.41	22.94	28.04
Grade 8	2539.	2554.	2532.	9.85	10.63	8.85	32.39	36.78	28.71	28.23	28.07	31.82	29.54	24.52	30.62
Grade 11	2597.	2629.	2618.	24.54	31.25	29.67	33.68	38.86	37.64	24.54	20.65	19.23	17.23	9.24	13.46
All Grades	N/A	N/A	N/A	14.51	17.52	15.78	33.75	36.97	33.10	27.36	26.50	26.72	24.38	19.01	24.40

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 7	11.48	10.47	10.85	63.66	69.83	62.43	24.86	19.70	26.72	
Grade 8	12.72	9.81	10.29	57.89	66.21	57.18	29.39	23.98	32.54	
Grade 11	20.68	25.00	26.10	61.78	63.04	57.97	17.54	11.96	15.93	
All Grades	14.87	14.96	15.43	60.88	66.46	59.14	24.25	18.57	25.43	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	19.01	18.20	17.72	58.13	58.85	58.47	22.87	22.94	23.81
Grade 8	14.69	14.99	13.16	58.77	61.31	57.89	26.54	23.71	28.95
Grade 11	30.37	45.38	40.66	53.66	46.47	45.88	15.97	8.15	13.46
All Grades	20.98	25.97	23.28	56.95	55.63	54.31	22.06	18.40	22.41

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	9.02	7.48	8.73	77.87	78.30	80.69	13.11	14.21	10.58
Grade 8	12.28	11.44	9.33	73.68	77.66	71.77	14.04	10.90	18.90
Grade 11	11.75	13.59	12.09	74.93	77.99	76.92	13.32	8.42	10.99
All Grades	11.12	10.74	10.00	75.35	77.99	76.29	13.53	11.27	13.71

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	17.21	15.96	15.61	62.84	65.34	62.96	19.95	18.70	21.43
Grade 8	14.47	19.07	13.88	66.45	68.39	66.75	19.08	12.53	19.38
Grade 11	22.45	25.82	24.45	63.45	67.39	65.66	14.10	6.79	9.89
All Grades	17.84	20.16	17.76	64.40	66.99	65.17	17.76	12.85	17.07

Conclusions based on this data:

1. Overall percentage of students at or near the standard is only 33%. Mayfair needs to use and implement more interim/common assessments.
2. 7th grade students scored higher than other grade levels in most areas, 8th grade scored the lowest. Almost all scores decreased by a small percentage. Cohort comparisons will be helpful to analyze.
3. Listening and research are areas of strength, reading scores were down almost 10 points overall. Reading needs to be emphasized across the curriculum and across all content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	366	414	385	361	401	379	361	401	379	98.6	96.9	98.4
Grade 8	475	381	424	461	364	415	460	364	415	97.1	95.5	97.9
Grade 11	400	386	381	385	366	367	385	366	367	96.3	94.8	96.3
All Grades	1241	1181	1190	1207	1131	1161	1206	1131	1161	97.3	95.8	97.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2485.	2492.	2501.	7.76	8.23	8.97	13.85	14.71	18.73	28.25	30.17	29.02	50.14	46.88	43.27
Grade 8	2493.	2501.	2501.	4.13	6.87	7.47	13.26	14.01	9.64	26.96	28.02	31.33	55.65	51.10	51.57
Grade 11	2532.	2553.	2542.	4.94	3.83	4.36	13.77	20.49	18.26	25.97	30.60	24.25	55.32	45.08	53.13
All Grades	N/A	N/A	N/A	5.47	6.37	6.98	13.60	16.36	15.33	27.03	29.62	28.34	53.90	47.66	49.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.48	9.98	10.03	54.02	52.37	53.83	38.50	37.66	36.15
Grade 8	5.43	9.34	6.75	56.30	53.30	54.94	38.26	37.36	38.31
Grade 11	4.94	7.10	6.81	65.71	65.03	68.66	29.35	27.87	24.52
All Grades	5.89	8.84	7.84	58.62	56.76	58.91	35.49	34.39	33.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6.09	6.98	10.03	63.99	63.34	66.75	29.92	29.68	23.22
Grade 8	3.04	6.87	7.71	65.00	59.07	63.86	31.96	34.07	28.43
Grade 11	7.79	5.19	7.08	63.38	74.04	67.57	28.83	20.77	25.34
All Grades	5.47	6.37	8.27	64.18	65.43	65.98	30.35	28.21	25.75

Conclusions based on this data:

1. Mathematics continues to be an area of concern with 43% far below standard. Additional support and course options are needed. Identifying the best time to increase access to support.
2. There is growth in many areas, with 7th grade up 4% overall, but 8th grade down 4%. Both grades had math support classes, it is not clear if this class is increasing performance
3. Data analysis performance went up for all grade levels, math reasoning drops in the upper grades, teachers need to focus on the application of concepts

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1541.5	1572.7	1565.4	1536.8	1565.5	1566.7	1545.7	1579.5	1563.7	35	31	34
8	1549.5	1552.2	1527.4	1552.0	1542.7	1526.6	1546.5	1561.3	1527.9	40	24	21
9	1515.2	1546.1	1508.4	1516.9	1538.7	1493.4	1513.1	1552.9	1522.9	34	38	21
10	1544.7	1574.7	1542.1	1537.5	1577.8	1531.8	1551.5	1571.2	1551.8	32	29	39
11	1539.8	1570.0	1524.9	1520.6	1554.1	1513.7	1558.4	1585.5	1535.5	22	24	21
12	1530.1	1550.2	1546.4	1522.6	1545.8	1548.9	1537.1	1553.9	1543.3	13	17	18
All Grades										176	163	154

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	20.59	51.61	52.94	50.00	16.13	26.47	11.76	25.81	11.76	17.65	6.45	8.82	34	31	34
8	17.50	33.33	14.29	42.50	25.00	28.57	30.00	25.00	38.10	10.00	16.67	19.05	40	24	21
9	3.03	13.16	0.00	24.24	36.84	30.00	33.33	34.21	50.00	39.39	15.79	20.00	33	38	20
10	19.35	27.59	13.51	35.48	37.93	45.95	19.35	17.24	16.22	25.81	17.24	24.32	31	29	37
11	10.00	20.83	9.52	30.00	33.33	28.57	30.00	29.17	33.33	30.00	16.67	28.57	20	24	21
12	7.69	11.76	5.88	38.46	35.29	41.18	15.38	41.18	29.41	38.46	11.76	23.53	13	17	17
All Grades	14.04	26.99	19.33	37.43	30.67	34.00	23.98	28.22	26.67	24.56	14.11	20.00	171	163	150

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	50.00	54.84	61.76	26.47	25.81	17.65	8.82	12.90	11.76	14.71	6.45	8.82	34	31	34
8	40.00	41.67	23.81	47.50	25.00	47.62	5.00	20.83	14.29	7.50	12.50	14.29	40	24	21
9	12.12	23.68	10.00	39.39	44.74	30.00	27.27	23.68	40.00	21.21	7.89	20.00	33	38	20
10	25.81	48.28	35.14	38.71	24.14	29.73	16.13	17.24	18.92	19.35	10.34	16.22	31	29	37
11	15.00	33.33	14.29	35.00	33.33	52.38	30.00	16.67	4.76	20.00	16.67	28.57	20	24	21
12	23.08	17.65	29.41	30.77	52.94	41.18	15.38	17.65	11.76	30.77	11.76	17.65	13	17	17
All Grades	29.82	37.42	32.67	37.43	33.74	34.00	15.79	18.40	16.67	16.96	10.43	16.67	171	163	150

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.82	38.71	38.24	38.24	19.35	23.53	32.35	35.48	20.59	20.59	6.45	17.65	34	31	34
8	17.50	12.50	4.76	22.50	45.83	14.29	32.50	25.00	52.38	27.50	16.67	28.57	40	24	21
9	0.00	5.26	0.00	9.09	28.95	0.00	30.30	39.47	50.00	60.61	26.32	50.00	33	38	20
10	6.45	20.69	10.81	25.81	20.69	18.92	38.71	34.48	40.54	29.03	24.14	29.73	31	29	37
11	5.00	12.50	4.76	30.00	25.00	9.52	25.00	45.83	38.10	40.00	16.67	47.62	20	24	21
12	0.00	5.88	0.00	23.08	17.65	17.65	23.08	47.06	41.18	53.85	29.41	41.18	13	17	17
All Grades	7.60	16.56	12.67	24.56	26.38	15.33	31.58	37.42	38.67	36.26	19.63	33.33	171	163	150

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.82	32.26	29.03	70.59	54.84	54.84	20.59	12.90	16.13	34	31	31
8	12.50	20.83	10.53	77.50	66.67	84.21	10.00	12.50	5.26	40	24	19
9	3.13	15.79	0.00	59.38	65.79	66.67	37.50	18.42	33.33	32	38	18
10	6.45	17.24	8.33	67.74	68.97	66.67	25.81	13.79	25.00	31	29	36
11	0.00	12.50	0.00	60.00	62.50	66.67	40.00	25.00	33.33	20	24	21
12	0.00	5.88	5.88	61.54	70.59	64.71	38.46	23.53	29.41	13	17	17
All Grades	6.47	18.40	10.56	67.65	64.42	66.20	25.88	17.18	23.24	170	163	142

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	67.65	70.97	80.00	23.53	22.58	13.33	8.82	6.45	6.67	34	31	30
8	46.15	50.00	42.11	46.15	33.33	36.84	7.69	16.67	21.05	39	24	19
9	57.58	65.79	45.00	21.21	23.68	35.00	21.21	10.53	20.00	33	38	20
10	48.39	79.31	61.11	35.48	13.79	19.44	16.13	6.90	19.44	31	29	36
11	55.00	62.50	47.62	20.00	20.83	28.57	25.00	16.67	23.81	20	24	21
12	46.15	70.59	64.71	15.38	23.53	17.65	38.46	5.88	17.65	13	17	17
All Grades	54.12	66.87	58.74	29.41	22.70	23.78	16.47	10.43	17.48	170	163	143

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	14.71	41.94	30.00	47.06	19.35	40.00	38.24	38.71	30.00	34	31	30
8	25.00	16.67	5.56	25.00	50.00	33.33	50.00	33.33	61.11	40	24	18
9	0.00	18.42	0.00	24.24	47.37	44.44	75.76	34.21	55.56	33	38	18
10	16.13	20.69	21.62	38.71	51.72	32.43	45.16	27.59	45.95	31	29	37
11	5.00	12.50	4.76	50.00	50.00	28.57	45.00	37.50	66.67	20	24	21
12	7.69	11.76	0.00	38.46	23.53	47.06	53.85	64.71	52.94	13	17	17
All Grades	12.87	21.47	13.48	35.67	41.10	36.88	51.46	37.42	49.65	171	163	141

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	32.35	48.39	38.71	61.76	48.39	48.39	5.88	3.23	12.90	34	31	31
8	5.00	29.17	5.00	87.50	62.50	85.00	7.50	8.33	10.00	40	24	20
9	0.00	5.26	0.00	48.48	84.21	70.00	51.52	10.53	30.00	33	38	20
10	6.45	17.24	0.00	77.42	58.62	77.78	16.13	24.14	22.22	31	29	36
11	30.00	25.00	9.52	40.00	62.50	66.67	30.00	12.50	23.81	20	24	21
12	7.69	5.88	5.88	61.54	88.24	76.47	30.77	5.88	17.65	13	17	17
All Grades	12.87	22.09	11.03	65.50	66.87	69.66	21.64	11.04	19.31	171	163	145

Conclusions based on this data:

- Level 4 scores were down by almost 5% overall, with a 10% decline in writing. Writing center needs to be utilized for these students.
- The data suggest that while some students are capable of reclassification based on ELPAC scores, other barriers remain. Identification of reclassification barriers must be disaggregated and addressed with appropriate interventions. Intensified efforts to increase knowledge of reclassification process to include parents and students need to begin.

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3. The number of students testing remains steady, but more students tested at level 3 and fell short of meeting reclassification requirements

School and Student Performance Data

California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,457	73.2%	7.3%	0.5%
Total Number of Students enrolled in Mayfair Middle/High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	7.3%
Foster Youth	13	0.5%
Homeless	36	1.5%
Socioeconomically Disadvantaged	1,799	73.2%
Students with Disabilities	360	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	388	15.8%
American Indian	5	0.2%
Asian	129	5.3%
Filipino	147	6%
Hispanic	1,429	58.2%
Two or More Races	70	2.8%
Pacific Islander	22	0.9%
White	262	10.7%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students remain the largest student population (over 70%) Hispanic students comprise the majority of Mayfair's student population more than triple the closest other race/ethnicity.
2. Mayfair is a diverse suburban school population. Mayfair staff and teachers must adjust teaching strategies while maintaining a high level of rigor with clear access to higher level classes (AP, CTE and Honors). Mayfair should strive to have equitable representation in comparison to its overall student population (where applicable) of students taking higher level classes. Identify the barriers real or perceived that lead to this inequity.
3. Special education comprises over 15% of the student population. Mayfair needs to increase interventions and ensure that procedures for identification include response to intervention (including attention to subgroups within special ed)

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow










Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Graduation Rate</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	
<p>English Learner Progress</p>  <p>Orange</p>		
<p>College/Career</p>  <p>Green</p>		

Conclusions based on this data:

1. Continue to build systems to engage and create positive atmosphere on campus including SEL Strategies and Restorative Practices. Provide immediate feedback to students who are tardy to class, with rewards and consequences that are consistent across grade levels
2. Improved interventions and support for English Language learners that increase reading, writing, speaking and listening skills. English Language Learners will be placed in the appropriate program settings including equal access to all programs, including Somerset. Increased professional development opportunities to support pedagogy of these student groups needs to be utilized and PLC time must be centered around improvement in all subgroups.
3. Examination of grading practices to include Universal Design for Learning. Provide struggling students with a clear pathway to success by offering opportunities to relearn or raise their grade.

School and Student Performance Data

Academic Performance English Language Arts

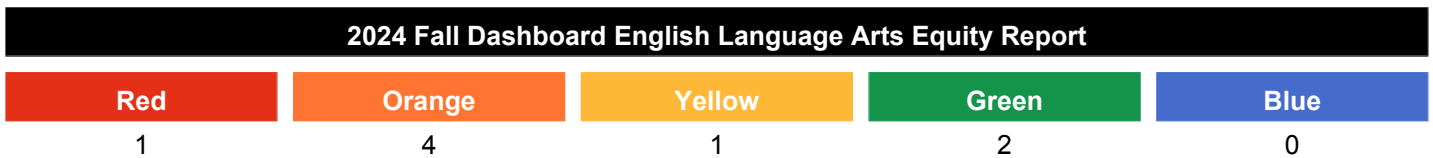
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>5.4 points below standard</p> <p>Declined 13.2 points</p> <p>1149 Students</p>	<p>English Learners</p>  <p>Red</p> <p>58.8 points below standard</p> <p>Declined 10.3 points</p> <p>134 Students</p>	<p>Long-Term English Learners</p>  <p>Red</p> <p>83.2 points below standard</p> <p>Declined 3.4 points</p> <p>75 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>45.9 points below standard</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>17.1 points below standard</p> <p>Declined 14.2 points</p> <p>835 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>85.9 points below standard</p> <p>Increased 3.3 points</p> <p>158 Students</p>	<p>African American</p>  <p>Orange</p> <p>43.3 points below standard</p> <p>Declined 20.8 points</p> <p>178 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>Green</p> <p>61.2 points above standard</p> <p>Increased 6.1 points</p> <p>62 Students</p>	<p>Filipino</p>  <p>Green</p> <p>45.5 points above standard</p> <p>Declined 23.6 points</p> <p>74 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>10.2 points below standard</p> <p>Declined 11.8 points</p> <p>684 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>24.7 points above standard</p> <p>Maintained 2.8 points</p> <p>39 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>White</p>  <p>Yellow</p> <p>5.8 points above standard</p> <p>Declined 15.8 points</p> <p>97 Students</p>

Conclusions based on this data:

1. African American students are struggling more than any other subgroup at 22 points below standard, but improved by 5 points.
2. Special Education(-89 points) and English Learners (-48 points) are below standards. Additional in-class supports would benefit both groups, including co-teaching in core subjects
3. Socioeconomically disadvantaged is the largest group, with a slight increase overall.

School and Student Performance Data

Academic Performance Mathematics

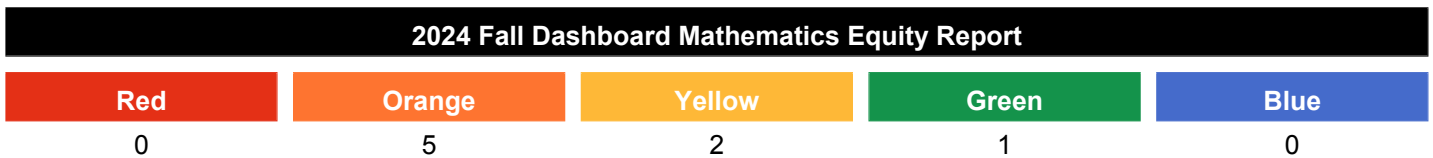
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>75.6 points below standard</p> <p>Maintained 0.5 points</p> <p>1153 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>132.3 points below standard</p> <p>Increased 4.9 points</p> <p>137 Students</p>	<p>Long-Term English Learners</p>  <p>Orange</p> <p>153.9 points below standard</p> <p>Increased 12.2 points</p> <p>76 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>121.8 points below standard</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>88.6 points below standard</p> <p>Maintained 1.4 points</p> <p>838 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>141.8 points below standard</p> <p>Increased 12.9 points</p> <p>158 Students</p>	<p>African American</p>  <p>Orange</p> <p>111.8 points below standard</p> <p>Declined 3.7 points</p> <p>177 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>Green</p> <p>10.8 points above standard</p> <p>Increased 13.8 points</p> <p>62 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>32.0 points below standard</p> <p>Declined 21.0 points</p> <p>75 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>83.7 points below standard</p> <p>Maintained 1.2 points</p> <p>687 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>46.1 points below standard</p> <p>Increased 29.1 points</p> <p>39 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>White</p>  <p>Yellow</p> <p>53.4 points below standard</p> <p>Maintained 1.5 points</p> <p>98 Students</p>

Conclusions based on this data:

1. There was no improvement for ELD and Sped with students over 100 points below standard (almost double the deficit when compared to ELA)
2. All subgroups (race-ethnicity) increased in math performance, but African American students remain over 100 points below standard
3. Hispanic students had the largest growth (17%), but remains over 80% below standard

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 45% making progress. Number Students: 140 Students	Long-Term English Learner Progress  Orange 46.4% making progress. Number Students: 112 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.1%	30%	2.1%	40%

Conclusions based on this data:

1. Over 50% of students are making progress towards English Language proficiency. Almost 90% improved at least one level
2. The number of EL students has grown slightly, with most classified as LTEL
3. 23-24 was the first year that special education exempted students from one or more strands, although this had a limited impact on growth

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

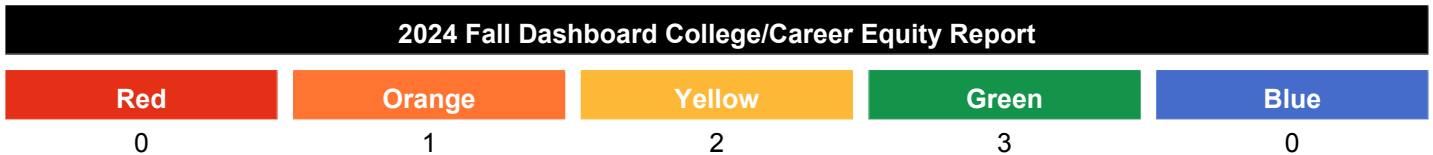
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
49.8 Prepared	12.5 Prepared	14.3 Prepared
Increased 7.4	Increased 9.4	Increased 9.7
402 Students	32 Students	21 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Less than 11 Students 0	16.7 Prepared	50 Prepared
5 Students	0	Increased 10.4
	12 Students	350 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>13.5 Prepared</p> <p>Increased 5.4</p> <p>52 Students</p>	<p>African American</p>  <p>Orange</p> <p>36.6 Prepared</p> <p>Declined 4.6</p> <p>71 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>56.3 Prepared</p> <p>Declined 27.1</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>63.6 Prepared</p> <p>Increased 9.6</p> <p>22 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>48.4 Prepared</p> <p>Increased 10</p> <p>221 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>White</p>  <p>Green</p> <p>61.1 Prepared</p> <p>Increased 24.6</p> <p>54 Students</p>

Conclusions based on this data:

1. College and career indicators remain relatively stable at about 40% for students groups and 42.4% overall. Mayfair needs to breakdown this data to find what areas are the lowest (D grades, foreign language, math completion, SBAC results, CTE completion...)
2. CCI indicators are the lowest for Special Education and English Learners. Mayfair needs to improve CTE completion and Dual enrollment (counseling 101) for these groups
3. Although white student outperform Hispanics for state assessments, they are 2% lower in CCI, indicating a lower rate of a-g or CTE completions.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.










2024 Fall Dashboard Chronic Absenteeism Equity Report



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>18.4% Chronically Absent</p> <p>Declined 1.3</p> <p>853 Students</p>	<p>Yellow</p> <p>19.3% Chronically Absent</p> <p>Declined 7.2</p> <p>83 Students</p>	<p>Orange</p> <p>22% Chronically Absent</p> <p>Declined 10.8</p> <p>59 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>No Performance Color</p> <p>48% Chronically Absent</p> <p>Increased 6.3</p> <p>25 Students</p>	<p>Orange</p> <p>22.1% Chronically Absent</p> <p>Declined 1.1</p> <p>633 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>27.4% Chronically Absent</p> <p>Declined 1</p> <p>113 Students</p>	<p>African American</p>  <p>Orange</p> <p>21.6% Chronically Absent</p> <p>Declined 5</p> <p>148 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>5.3% Chronically Absent</p> <p>Increased 2.6</p> <p>38 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>2.2% Chronically Absent</p> <p>Declined 11.2</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>20.7% Chronically Absent</p> <p>Increased 0.7</p> <p>512 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>10.3% Chronically Absent</p> <p>Declined 12.4</p> <p>29 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>White</p>  <p>Yellow</p> <p>14.1% Chronically Absent</p> <p>Declined 3.3</p> <p>71 Students</p>

Conclusions based on this data:

1. Chronic absenteeism continues to be an issue with increased absences in nearly all subgroups. However, our daily attendance rates continue to average in the high 90 percent range.
2. Mayfair has implemented a Dean of Attendance to address chronically absent students. Administration interacts with students at the front gate every morning
3. Mayfair's chronic absences have increased to almost 20%. SARB and SART need to be consistently implemented. Regular on-site incentives and consequences (no-go list and extended lunches) have been implemented

School and Student Performance Data

Academic Engagement Graduation Rate

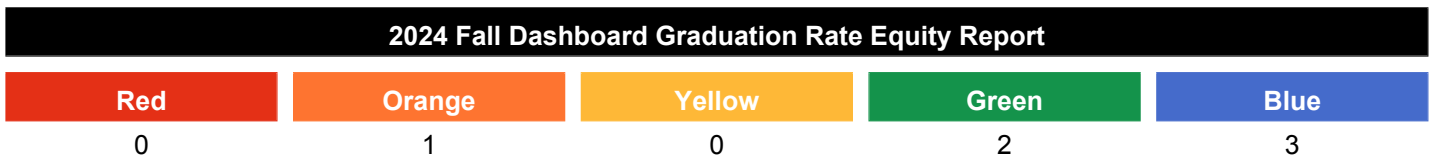
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>94.8% graduated</p> <p>Maintained 0.2%</p> <p>402 Students</p>	<p>English Learners</p>  <p>Green</p> <p>84.4% graduated</p> <p>Increased 2.6%</p> <p>32 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>90.5% graduated</p> <p>Increased 12.2%</p> <p>21 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>91.7% graduated</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>95.4% graduated</p> <p>Increased 1.2%</p> <p>350 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>76.9% graduated</p> <p>Maintained 0.4%</p> <p>52 Students</p>	<p>African American</p>  <p>Blue</p> <p>95.8% graduated</p> <p>Maintained 0.4%</p> <p>71 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>93.8% graduated</p> <p>Declined 6.3%</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>90.9% graduated</p> <p>Increased 1.7%</p> <p>22 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>94.6% graduated</p> <p>Maintained 0.7%</p> <p>221 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Blue</p> <p>98.1% graduated</p> <p>Increased 5.8%</p> <p>54 Students</p>

Conclusions based on this data:

1. African American students outperformed all subgroups but Asian with a grad rate of 96@%
2. Mayfair's graduation rate increased to 95%, exceeding state averages
3. SPED and EL students have the lowest graduation rates. This includes students on non-diploma track and EL level 1/2 students who enter with deficient credits and cannot transfer to Somerset.

School and Student Performance Data

Conditions & Climate Suspension Rate

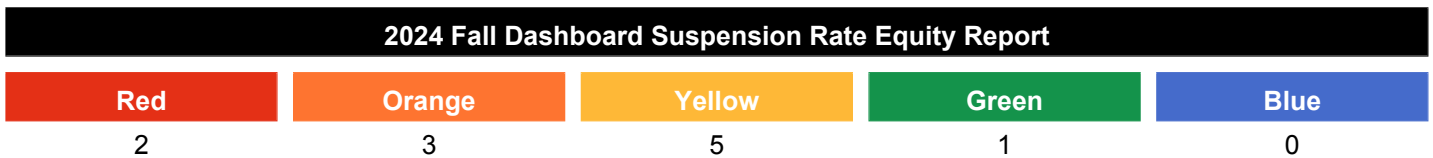
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.6% suspended at least one day</p> <p>Declined 1.1%</p> <p>2604 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>8.3% suspended at least one day</p> <p>Declined 5.7%</p> <p>216 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>9.4% suspended at least one day</p> <p>Declined 4.6%</p> <p>159 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>31.6% suspended at least one day</p> <p>Increased 19.1%</p> <p>19 Students</p>	<p>Homeless</p> <p>Red</p> <p>17.5% suspended at least one day</p> <p>Increased 2.8%</p> <p>63 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 1.1%</p> <p>1934 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>11.1% suspended at least one day</p> <p>Declined 1%</p> <p>406 Students</p>	<p>African American</p>  <p>Red</p> <p>18.9% suspended at least one day</p> <p>Increased 1.5%</p> <p>433 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 0.8%</p> <p>130 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 2.2%</p> <p>148 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>6.2% suspended at least one day</p> <p>Declined 2%</p> <p>1502 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>6.3% suspended at least one day</p> <p>Declined 6.8%</p> <p>79 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>3.6% suspended at least one day</p> <p>Declined 7.5%</p> <p>28 Students</p>	<p>White</p>  <p>Green</p> <p>3.6% suspended at least one day</p> <p>Declined 1%</p> <p>278 Students</p>

Conclusions based on this data:

1. Suspension rates for African American students continue to be higher than other subgroups. Restorative practices need to be increased for this subgroup
2. English Learners and Students with Disabilities are suspended at nearly double the rate of other subgroups. Additional supports and interventions are needed for these students including supports during lunch and nutrition
3. Suspension rates are fairly stable with small increases and decreases among subgroups. In-house suspension is not included in these numbers

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture

For the 2024-25 school year, our goal is to strengthen school culture and reduce chronic absenteeism as well as limit suspensions (both in and out of school) by building a robust, campus-wide SEL program and empowering teachers to confidently deliver quality instruction that supports students' academic and social-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District LCAP Goal #1) Provide all students safe, collaborative conditions for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To address these concerns, here are some strategies that might help update, expand, and strengthen your approach:

1. Vaping and Altercations: Implement targeted awareness programs on the health and social impacts of vaping and conflict management. Partnerships with local health organizations for guest speakers and intervention programs may offer added support, combined with regular on-campus workshops.
2. Strengthen Campus Discipline: Collaborate with staff to review current discipline policies and gather input for improvement. Ensuring consistent enforcement across the board, along with restorative practices, could support a positive behavior shift while addressing the root causes of misconduct. Steps have been taken to address this including several planning sessions that took place over the summer that included several staff members.
3. Increasing Student Connectedness: Expand SEL programs, and introduce or boost clubs, sports, and arts activities that foster inclusiveness. The Community Schools Framework can support these efforts by providing broader community involvement and resources to engage students more fully. Provide increased opportunities to celebrate students for growth and success in all areas: Academic, Activities, Athletics and the Arts.
4. Data-Driven Adjustments: Regularly analyze survey data and adjust strategies based on student input. Highlighting successes can reinforce positive changes and increase engagement in these initiatives.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Check-in Data across all campus centers of support for students (Admin 100, 200, counseling, Wellness Center)	Baseline data helps capture data of students receiving support from our staff whether it be academic, social-emotional or interventions and supports.	Mayfair expects to see an overall increase of student engagement by 5% from the start of the 2023-24 school year.
Panorama SEL Survey Data STUDENTS	Fall 2023-2024 (1,332 Responses) Data results in the area of Student Environment and Supports:	Increase the number of respondents to the Panorama Survey to meet enrollment numbers.

	<p>Domain: Emotional Regulation - How well students regulate their emotions? Mayfair 49% Increase of 1% since last survey District average: 49% Bellflower Unified School District</p> <p>Domain: Grit - How well students are able to persevere through setbacks to achieve important long-term goals? Mayfair 58% Increase of 5% since last survey District average: 57% Bellflower Unified School District</p> <p>Domain: Growth Mindset - Student perceptions of whether they have the potential to change those factors that are central to their performance in school? Mayfair 50% Increase of 3% since last survey District average: 50% Bellflower Unified School District</p> <p>Domain: Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations? Mayfair 71% Increase of 3% since last survey District average: 70% Bellflower Unified School District</p> <p>Domain: Social Awareness - How well students consider the perspectives of others and empathize with them. Mayfair 62% Increase of 3% since last survey District average: 62% Bellflower Unified School District</p>	<p>Mayfair expects to see an overall increase of connectedness by 2% from the start of the 2023-24 school year throughout the completion of the spring Panorama Survey. Comparative analysis will be completed upon the close of the 2024 Fall Survey. (Closed on 10/24)</p>
<p>Aeries Assertive Discipline Data - Generally violation of Education Codes</p>	<p>Aeries Discipline Data: 881 total assertive discipline entries in the 2021-2022 School Year</p> <p>Aeries Discipline Data: 445 total assertive discipline entries in the 2022-2023 School Year.</p> <p>Aeries Discipline Data: 288 total assertive discipline entries in the 2023-2024 School Year.</p> <p>The top two offenses categories continue to be 48900 (a)(1) - Fighting and 48900 (c) - possession or under the influence of a controlled substance.</p>	<p>Currently Mayfair is on trend to reduce assertive discipline entries by an additional 50% as we continue to implement and train staff of PBIS and Restorative Practices.</p>

	<p>Over the past three school years, there has been a consistent decrease in assertive discipline entries recorded in Aeries at Mayfair. Starting with 881 entries in the 2021-2022 school year, the number dropped significantly to 445 in 2022-2023, and further declined to 288 in 2023-2024. This represents a 68% reduction in assertive discipline entries over three years, indicating a marked improvement in student behavior and/or discipline management.</p>	
<p>ODR - Office Discipline Referrals - Data from Discipline Data (staff entered)</p>	<p>Baseline year of implementation is 2023-24 6,093 Total entries created by all staff (including teachers)</p> <p>By Ethnicity White: 2,351 incidents Black or African American: 2,063 incidents American Indian or Alaskan Native: 540 incidents Intentionally Blank: 461 incidents Filipino: 217 incidents Cambodian: 110 incidents Other Asian: 89 incidents Samoan: 79 incidents Other Pacific Islander: 55 incidents Additional ethnic groups had fewer incidents, each under 50.</p> <p>By Grade Level 8th Grade: 1,464 incidents 7th Grade: 1,338 incidents 10th Grade: 1,124 incidents 9th Grade: 1,054 incidents 11th Grade: 591 incidents 12th Grade: 516 incidents</p> <p>By Disposition (Types of Incidents) Tardy Sweep: 3,633 incidents, the most common category Breaking Classroom Rules: 901 incidents Cell Phone Use Violations: 213 incidents Academic Dishonesty: 182 incidents Shared Responsibility Violation: 173 incidents</p> <p>Other recorded behaviors included defiance, disruption, and disrespect, with various minor infractions reported in smaller numbers.</p> <p>This data suggests that younger grades, particularly 7th and 8th, have higher numbers of recorded incidents,</p>	<p>Data to date includes over 1,700 individual incidents and response to student behavior utilizing alternate means of correction and restorative practices implemented during Tier 1 instruction.</p>

	with tardiness being the predominant issue across all levels. ?	
Panorama SEL Survey Data STAFF	<p>Panorama Survey (STAFF) Domain: Professional Learning About SEL Perceptions of the amount and quality of professional growth and learning opportunities available to faculty related to social-emotional learning. Mayfair 40% Increase of 14% since last survey District average: 51% Bellflower Unified School District</p> <p>Domain: Teacher Self-Reflection Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning. Mayfair 68% Increase of 10% since last survey District average: 77% Bellflower Unified School District</p>	<p>Continued staff development must continue in the areas SEL Practices and Strategies. Expected outcome would see an increase to match the level of growth by all Bellflower Unified School District Staff (as Mayfair is approximately 10% lower in both domains.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. Increase the percentage of students who feel connected to Mayfair High School as measured by the California Healthy Kids Survey, Panorama SEL Survey, and local level HRS surveys related to school safety and connectivity.</p> <p>2. Reduce the number of disciplinary infractions committed by students through the use of conflict mediation and restorative justice.</p> <p>3. Create a positive school culture that takes into account where a student comes from culturally, social economically, and social emotionally.</p> <p>4. Provide students with quality opportunities in athletics, the performing arts, the visual arts, leadership and extracurricular activities to help students feel connected to Mayfair High School.</p> <p>5. Increase efforts to emphasize SOONS expectations and develop a student-centered school-wide PBIS program.</p> <p>6. Develop Tier Two PBIS Team</p> <p>7. The continued development of principal's advisory group to increase student voice. (Student Cabinet). This will afford students the opportunity</p>	All Students will benefit	<p>15,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Character Strong Curriculum 19,000 Concentration Grant 4000-4999: Books And Supplies Supplemental tech supplies to support PBIS Implementation (Scanners, copier, printers, etc - Student Support Center) Wellness Center Supplies and Materials (including 21st Century Learning Furniture/Flexible seating). Transition Wellness center from old location to Student support center. 15,000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Character Strong PD / CS Gym (August 2024)</p>

	<p>to give input and help create and modify school policies.</p> <p>Mayfair needs to update their Mission, Vision, and Schoolwide Learning Outcomes. The current version can be found in Mayfair's Theory of Action</p>		<p>15,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental PBIS Materials (external branding)</p>
1.2	<p>Chronic absenteeism, a primary cause of poor academic achievement, is defined as missing at least 10 percent of days in a school year for any reason, including excused and unexcused absences. Family factors, school factors, economic influences, and student variables are at the core of absenteeism. Our goal was to decrease from last year to this school year by 5%. The implementation of the Dean Position and the addition of two SEL Counselors helped address the trend from the previous year.</p> <p>Mayfair developed structures and systems to support the Social-Emotional Learning (SEL) of students. School Counselors meet with students as individuals and in small groups to address social-emotional needs (ATSI Groups Foster Youth and Students with Disabilities). These structures are implemented to not only increase academic performance, but these are specifically designed to build connections in order to improve and increase attendance and reduce Chronic Absenteeism. Attendance Incentives have included: * Lunch activities for students that meet attendance criteria * Minga Points awarded to students with improved or outstanding attendance</p>	All Students will benefit	<p>15,417 SISS 5000-5999: Services And Other Operating Expenditures Publication and exterior branding of schoolwide expectations and PBIS program.</p>
1.3	<p>1. Maintain safe and well kept facilities which help all constituents recognize a pleasant and effective learning environment.</p> <p>2. Keep all instructional equipment and technologies in good repair to maintain an effective learning environment for all students.</p> <p>3. Upgrade and maintain the quality of all facilities used for concerts, assemblies, showcases, athletics and other school events.</p>	All Students will benefit	<p>12,000 Concentration Grant 4000-4999: Books And Supplies Replacement equipment (Chromebooks and Carts) based on inventory turnover and repair. 4,000 SISS 4000-4999: Books And Supplies Upgrade and maintain the quality of all facilities used for concerts, assemblies, showcases, athletics and other school events. 34,000 SISS 4000-4999: Books And Supplies maintain the quality of all facilities used for concerts, assemblies, showcases, athletics and other school events.</p>

			10,697 SISS 5000-5999: Services And Other Operating Expenditures Staff Celebrations, Recognitions and meetings utilizing Cate-R-US.
1.4	<p>Safe Learning Environment:</p> <ol style="list-style-type: none"> 1. Safety is a priority at Mayfair. Students will remain safe at school. 2. Security, administration, and teachers will supervise all school activities. 3. Campus is maintained creating a clean, safe and secure environment. 4. Emergency safety Blackboard calls will go out to the community when appropriate. 5. Safe routes ingress and egress to and from school are emphasized. 6. School safety plan is implemented and staff is knowledgeable about its contents 7. The SSC gives input annually to the School Safety Plan. The School Safety Committee submits it to the District Office for review and approval in consultation with a representative from the Los Angeles County Sheriff's Department. The plan is submitted for review and approval by the Board of Education. <p>Safety plan will need to be evaluated once construction on fields begins.</p>	All Students will benefit	<p>25,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Implementation and training of student pass system to be utilized on campus to increase safety and limit the number of students outside of the instructional classroom throughout the day. The program also provides each student a digital pass. Minga is the name of the software.</p> <p>Continued development to increase the use of Minga and all of its engagement modules.</p> <p>Integration with SMore as well. Will adjust as we transition to ParentSquare this school year.</p> <p>13,083 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional security to be utilized to support all student activities and increase visibility and support of students before and after school. Hiring of additional supervision staff remains a possibility.</p> <p>40,000 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Classified staff members supporting student events during, before and after school events. Additional hours.</p> <p>40,000 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Classified clerical extra duty to increase the level of supervision and safety on campus. Implementation of</p>

			safety procedures in office spaces.
1.5	<p>Strengthen staff capabilities in connecting with students, implementing Positive Behavioral Interventions and Supports (PBIS), and applying restorative practices. This initiative aims to enhance school culture by equipping staff with the skills to foster a supportive and inclusive environment.</p> <p>1. Incorporate Character Strong Training Modules Partnership Overview: Leverage Mayfair's partnership with Character Strong to provide staff with tools that support social-emotional learning (SEL) and student connectedness. Training Access: Ensure all staff have access to the Character Strong Gym, an online platform with interactive modules, SEL strategies, and instructional content focused on daily classroom integration. Scheduled Training Sessions: Arrange regular Character Strong training, offering at least one module per month during professional development days. Training sessions will include practical applications for PBIS and restorative practices, guided by Character Strong facilitators.</p> <p>2. Develop Targeted Training for PBIS Implementation Goal: Reinforce PBIS practices campus-wide to create consistency in expectations and responses to student behavior. Staff Training Sessions: Conduct monthly PBIS workshops focusing on strategies to build positive student relationships, reward positive behavior, and use data to identify behavior trends. Implementation Strategy: Equip staff with real-life scenarios and role-play activities during training to practice PBIS techniques, enabling seamless application in classrooms and across campus.</p> <p>3. Restorative Practices Training in Daily Classroom Use Objective: Train staff on integrating restorative practices, such as circles and reflective conversations, to promote accountability and repair relationships within the classroom setting. Structured Training Modules: Host bi-monthly training sessions that cover essential restorative techniques, conflict resolution, and consistent practices that foster a restorative mindset. Ongoing Support: Offer follow-up coaching for teachers to provide hands-on support in implementing restorative strategies and PBIS in classroom routines.</p> <p>4. Create Ongoing Support Networks Collaborative Teams: Form peer learning groups where teachers and staff can share insights, challenges, and successes related to PBIS and</p>	All Students will benefit	

	<p>restorative practices, fostering a culture of mutual support and growth. Feedback Loop: Gather regular feedback from staff regarding training efficacy and additional needs. This input will guide the continuous improvement of training offerings.</p> <p>By following this plan, Mayfair will progressively establish a school culture rooted in strong connections, consistent behavioral expectations, and restorative practices, paving the way for a positive, inclusive, and resilient learning environment for all students.</p>		
<p>1.6</p>	<p>Continued Examination of Bell Schedule.</p> <ol style="list-style-type: none"> 1. Does the current bell schedule allow Mayfair to maximize its resources for student support in all areas including: Social Emotional Support, Tier One Supports, Academic Intervention, Credit Remediation. 2. Mayfair will continue to evaluate the effectiveness of the adopted bell schedule through continued meetings of the Bell Schedule Committee as well as the Instructional Leadership Team. 3. School will host mid-year forums to explore what we need to "start, stop and strengthen" <p>Professional Development is offered for teachers and other staff members to improve tier 1 instruction and meet the needs of diverse learners on campus. Teachers will participate in ongoing PD opportunities to improve learning opportunities for students. Teachers will improve the quality of Tier 1 instruction through professional development and effective planning. Teachers will implement effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and aligned with the school goals and district initiatives. Staff development opportunities in the subject areas taught including integrating the use of technology through the implementation of computer-based and standards-based programs will be offered. Teachers will participate in ongoing PD opportunities in order to better serve their students. TOSAs will provide support for teachers and students including</p> <p>English. The focus of the professional development in this particular Strategy/Activity includes the strengthening of professional Learning Teams as well as the Shift of Instructional Design. Continued professional development around effective teaching within the block schedule must continue.</p>	<p>All Students will benefit</p>	

1.7	<p>Maintain Dean of Climate and Culture Position moving forward</p> <p>Role Overview: The Dean of Climate and Culture will play a crucial role in supporting the Principal and administration to advance student achievement, cultivate a positive school climate, and foster a safe, inclusive, and connected school community. This role will drive initiatives aimed at increasing student engagement, promoting positive relationships, and implementing proactive discipline practices to reduce incidents and improve student success.</p> <p>Key Initiatives: Strengthening Student Connection to Mayfair:</p> <p>Develop and implement initiatives that foster a sense of belonging, with programs and events designed to connect students with the school's mission and values. Introduce peer mentoring and leadership opportunities to strengthen bonds among students and cultivate a supportive network across grade levels. Conflict Mediation and Restorative Practices:</p> <p>Integrate restorative justice practices to address conflicts and reduce disciplinary infractions, emphasizing conflict resolution, understanding, and reconciliation. Provide professional development for staff to implement restorative approaches consistently and create a restorative culture in classrooms and campus-wide. Conduct conflict mediation training for selected students to support peer-to-peer conflict resolution, empowering students to contribute to a positive school climate. Social-Emotional Learning (SEL) Integration:</p> <p>Lead the implementation of evidence-based SEL practices aligned with the Character Strong Curriculum, equipping students with skills to manage emotions, establish positive relationships, and make responsible decisions. Collaborate with teachers to incorporate SEL lessons within the classroom and coordinate campus-wide SEL activities to reinforce a supportive school culture. Measure SEL program impact through surveys and behavioral data to guide ongoing development.</p> <p>Budget and Expenditures: Expenditures include: Dean's salary and retirement contributions Health and benefits expenses Professional development funding for SEL, restorative practices, and conflict mediation training</p> <p>Focus and Success Criteria:</p>	All Students will benefit	199,464 Concentration Grant 1000-1999: Certificated Personnel Salaries Salary for Dean of Climate & Culture

<p>To measure the impact of the Dean’s initiatives on school climate and attendance, key success criteria will include:</p> <p>Reduction in Chronic Absenteeism:</p> <p>Targeted interventions will support Foster Youth, English Learners, and Low Socioeconomic Status (SES) students, focusing on addressing specific barriers impacting attendance.</p> <p>Success Criteria: A 5% reduction in chronic absenteeism rates among Foster Youth (currently 42.1%), English Learners (26.8%), and Low SES students (16.5%), impacting approximately 1,800 low SES students, including 314 with chronic absenteeism.</p> <p>Increase in Student Connectedness:</p> <p>Track improvements in students’ sense of connection and belonging as reported in school climate surveys, aiming for a consistent increase in positive responses year-over-year.</p> <p>Measure reduced behavioral infractions in line with the implementation of restorative practices.</p> <p>Engagement with Families through the SART and SARB Process:</p> <p>Enhance family engagement to address absenteeism by focusing on building relationships, understanding barriers, and providing resources and support.</p> <p>Conduct SART and SARB meetings with a focus on education and support for families facing challenges such as transportation and other factors affecting attendance.</p> <p>Service and Support for Mayfair Families:</p> <p>Development of Enhanced Attendance Programs:</p> <p>The Dean will lead the creation of robust attendance interventions, which will address major absenteeism causes and emphasize the importance of consistent attendance.</p> <p>Family Engagement and Support Systems:</p> <p>Through SART and SARB, the Dean will work closely with families to identify barriers, offer support services, and educate them on the critical role of school attendance in academic success.</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall Implementation and Effectiveness of Strategies/Activities:

The school has implemented a variety of strategies to support student engagement, well-being, and behavior, with varying degrees of success across different indicators.

Check-in Data Across Campus Support Centers

Implementation: Data collection has been effectively utilized to track students receiving academic, social-emotional, and behavioral support.

Effectiveness: The data helped inform decisions and improve outreach efforts, contributing to a reported 5% increase in student engagement, meeting the articulated goal.

Result: Goal met. This reflects a strong, successful implementation of cross-campus support coordination.

Panorama SEL Survey Participation

Implementation: While time was allocated for survey completion during class, participation fell short of enrollment numbers.

Effectiveness: The existing structure was not sufficient to ensure full student participation, especially among upper-grade students. The proposed changes for Fall 2025, such as enhanced staff training, student engagement via SOONS Connect, and gamified participation, are well-detailed and aim to address current shortcomings.

Result: Goal not met. However, future plans are promising and directly address the current gaps in fidelity and student motivation.

Aeries Assertive Discipline Data

Implementation: The school continues to emphasize PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices. Discipline incidents have steadily decreased over the last three school years.

Effectiveness: Despite an increase in incident numbers this year (332 to date), the longer-term downward trend demonstrates effective strategies over time. However, the goal to reduce incidents by an additional 50% has not yet been realized, and targeted interventions for the two top offense categories are needed.

Result: Goal not yet met. Continued refinement in behavior intervention practices and targeted support is necessary.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We continue to struggle with the implementation of the Character Strong school wide. We have successfully navigated the implementation of a new bell schedule and a significant shift in instructional design. We have made slight adjustments to the schedule based on this year's unique school calendar in order to best serve students and maximize instructional time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal Changes Based on Data Analysis

1. Check-in Data Across Campus Centers of Support

Changes to Metrics/Strategies: Maintain current strategies as AMO (Annual Measurable Objective) has been met.

However, data disaggregation by support center (Admin 100/200, counseling, Wellness) will be added to identify which centers are serving students most effectively.

SPSA Section: Metric/Indicator section and Strategies/Activities subsection for student engagement.

2. Panorama SEL Survey Data (STUDENTS)

Changes to Strategies/Activities:

Modified Strategies: Increase student engagement through interactive activities using SOONS Connect and gamification strategies. Allocate dedicated time during English classes to administer the survey to all students, ensuring full participation. Expand parent communication efforts to increase awareness and support.

Expected Measurable Growth:

Increase in Panorama SEL Student Survey participation to meet total enrollment (1,194+).

SPSA Section: Strategies and Activities to be modified — Fall 2025 Preparation and Implementation Phases.

3. Aeries Assertive Discipline Data

Changes to Strategies/Activities: While there is significant improvement (from 881 to 288), the top two offense categories remain consistent.

Introduce targeted interventions for:

Conflict resolution (to address 48900 (a)(1) - Fighting).

Substance abuse education and partnerships with external prevention programs (for 48900 (c)).

SPSA Section: Successful Strategies and Activities; add details in Strategies and Activities to be Modified.

4. ODR - Office Discipline Referrals

Changes to Metrics: Refine the data entry system to distinguish between severity levels and repeat offenses.

Changes to Strategies: Increase Tier 2 and Tier 3 interventions for students repeatedly referred. Provide PD for Tiers in all areas. Train staff to ensure consistent implementation of restorative practices.

SPSA Section: Discipline Data; Tiered Intervention Activities

5. Panorama SEL Survey Data (STAFF)

Changes to Expected Outcome: Match or exceed district average in both "Professional Learning About SEL" and "Teacher Self-Reflection."

Changes to Strategies: Offer monthly SEL-focused professional development, led by internal teacher leaders. Establish peer coaching and reflection cycles for SEL practices in classrooms.

SPSA Section: Staff Development section; Expected Outcomes and Strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA and Math improvement

Address achievement levels and inclusion of English Learner and Special Education students in order to improve/increase CCI completion and SBAC scores, and decrease D/F rates for these students.

1. MHS ELA Goal: Provide all students with quality Tier I ELA instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis, and writing skills. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific literacy needs.
2. MHS Math Goal: Provide all students with quality Tier I Math instruction that integrates math fluency, perseverance in problem solving, explaining mathematical reasoning, and multiple methods with solving problems. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific mathematical skills.
3. MHS ELD Goal: Provide all English learners with quality integrated and designated ELD instruction daily that increases reading, writing, speaking and listening skills.
4. MHS College and Career Readiness Goal: Provide all students various pathways to qualifying as college and career ready through quality a-g courses, AP courses, Dual enrollment courses, and CTE pathway courses
5. Target Support for ATSI Groups include the evaluation of our Students with Disabilities Co-teaching program. We have provided professional development in this area for teams and this PD needs to expand to all content areas to support the whole child in all academic subjects .
6. Interventions include support to classroom teachers through planning and developing interventions to increase student achievement through Tier 2 and Tier 3 supports and systems (ATSI Groups SWD, EL & African Americans)
7. Build support groups for each during this year. A current group includes YBS at both middle and high school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District LCAP Goal 2: Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CCI completion, SBAC scores, D and F rates are all significantly lower for ELL and Special Education Students. ELA scores have decreased 5%, Math scores have improved but a well below standard

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lag Data - CAASPP Results for all tested students (not all grade levels take the CAASPP)	<p>2024 CAASPP Preliminary Results MHS ELA RESULTS - ALL Grades Standard Exceeded - 15.78% Standard Met - 33.1% Standard Nearly Met - 26.72% Standard Not Met - 24.4%</p> <p>ELA scores declined slightly. 11th grade is 10 points higher than other grade levels.</p> <p>Student groups that performed the lowest are African American, Special Education and English Language Learners in the area of Language arts.</p> <p>2024 CAASPP Preliminary Results MHS ELA RESULTS - ALL Grades Standard Exceeded - 6.9% Standard Met - 15.37% Standard Nearly Met - 28.34% Standard Not Met - 49.35%</p> <p>Math growth was 4% with 11th grade performing the best and 7th grade seeing the largest overall growth</p> <p>Student groups that performed the lowest are African American, English Language Learners and student with disabilities.</p>	Continue growth at a target of 5% yearly with appropriate interventions and supports for all students.
NWEA MAP Growth Assessment Data	<p>Overall achievement on the ELA CAASPP 33% Average and High Average with a growth in the 45th Percentile Students in upper grades demonstrated more growth than their lower grade level counterparts.</p> <p>Overall achievement on the Math CAASPP 32% Average and High Average with a growth in the 46th Percentile Students in upper grades demonstrated more growth than their lower grade level counterparts.</p>	Continue to demonstrate growth from NWEA Fall administration to Spring Administration. Target growth would be in the 50th Percentile in both content areas.
Increased participation in CTE pathway courses and an increase in students completing a pathway.	25% of the Class of 2024 completed a CTE Pathway	Percentage of students qualifying as college and career ready to increase by 5% from baseline
Increased completion of A-G courses requirements	44.6% class of 2025 (readiness)	Percentage of students completing A-G will increase by 5% from baseline.

Increased participation in AP courses	430 seats for AP 24-25 (down 7%) need ethnicity/gender	Representation of enrollment increase to match enrollment of overall student population.
Increase reclassification of EL students	Reclassified Students in 2023-24: 46 (21 in 22-23)	Increase the number of students reclassified as fluent by 15 students.
Increase the VAPA offerings by utilizing Proposition 28 Funds	Ceramics, digital and traditional art, music (vocal and instrumental), Drama and stage production.	Increase offering through the addition of dance and digital media programs.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<ol style="list-style-type: none"> Improved interventions and support for EL learners English Learners will be placed in the appropriate program settings Increased professional development opportunities to support pedagogy of these student groups (Elevation training will be made available for all staff) Increase the level of support for EL Language Learners by increasing the hours of the instructional aide providing targeted support to English Language Learners Investigate the addition of instructional aide to provide support to our English Language Learners 	Special Education Students and English Language Learners (all will benefit)	<p>16,800 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries This funding will provide additional hours for our English Language Instructional Aide for no more than three additional hours a day to provide direct support to students receiving ELD instruction. (Reflects total compensation including salary, benefits and retirement) 19,448</p> <p>Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries This funding will provide additional hours for our English Language Instructional Aide for no more than three additional hours a day to provide direct support to students receiving ELD instruction. (Reflects total compensation including salary, benefits and retirement) This would increase the level of support in this targeted area by an additional 50%</p>
2.2	<p>Professional Development will focus on standards-based programs and standards-aligned strategies and practices that have demonstrated effectiveness through research in improving the academic achievement of the targeted students. Provide staff development to support effective co-teach strategies throughout our campus..</p> <ol style="list-style-type: none"> The level of rigor in classroom instruction needs to incorporate DOK levels 3-4 in order to facilitate student learning and achievement for all students. 	Special Education Students and English Language Learners (all will benefit)	<p>102,880 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Summer PLC Institute started summer 2023 (July/August) that provided time for the staff to plan, strategize and prepare with content area teams (July/August). Over 80 staff took advantage of this</p>

<p>2. Teachers will be trained and implement the following programs and strategies to continually improve student achievement: Thinking Maps, Analyzing Assessment Data, Backwards Planning, Direct Interactive Instruction, Professional Learning Communities, School City, Lesson design,</p> <p>3. Develop common pacing guides/assessments/rubrics</p> <p>4. Review and evaluate student work collaboratively</p> <p>5. Work in vertical teams (PLC Mondays - Scheduled)</p> <p>Additional Professional Development:</p> <ol style="list-style-type: none"> 1. Technology Integration across the curriculum 2. Instructional strategies for struggling learners (Tier One Supports and Interventions) 3. Analyzing of student data <p>Curricular Enhancements and Discussions</p> <ol style="list-style-type: none"> 1. Improved access to AP courses (need to reflect demographics) 2. PLC Discussions to determine recruitment process across content areas for Advance Placement and Honor Level Classes 3. Build Capacity within our Department Chairs while developing Mater Schedule to eliminate barriers within the schedule itself. 4. Explore the Implementation of AVID Program in the 2023-24 School Year at the 7th and 8th Grade Level 5. Improved access to electives and CTE programs(especially ELL and Mod/Sev) 6. Work with district colleagues to investigate current CTE offerings and relevant job sectors. 7. Examine current graduation requirements to see if adjustments could be made in order to open up the potential for more elective opportunities. 8. Exploration of Science pathways to include honors courses and conceptual alternatives to meet all student needs 9. Improved instruction and MTSS development (Especially in math) 10. Examination of bell schedules to improve access to support, interventions and credit recovery within the school day. 		<p>preparation time this summer which was an increase. 37,000 Supplemental (EL) Grant 5800: Professional/Consulting Services And Operating Expenditures Professional development utilizing contracted services (outside vendors: Innovate Ed, Character Strong, 2 Teach LLC (SPED)) 25,000 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Summer PLC Institute II will take place in June of 2024 as the willing participants will plan, strategize and prepare with content area teams as well as site leadership (June 2024).</p> <p>Institute will review lag data from the 2023-2024 School Year as content area teams plan and prepare for the 2024-25 school year, 34,723 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Professional development release time to cover department release days and Instructional rounds.</p>
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	<p>11. The school needs to proactively implement systemic school-wide support (for example, like MTSS) to students beyond offering “opportunities” for interventions that currently rely on student motivation and initiative.</p> <p>12. Explore Intervention and support for students embedded into the school day</p> <p>13. Teacher Collaboration Time (PLC)</p> <p>14. Allow for implementation of school-wide instruction of SEL and/or Universal Access Time</p>		
2.3	<p>Increase use of Data through PLCs</p> <p>NWEA results need to be consistently applied to instructional decisions Training to interpret NWEA data needs to be implemented in order to effectively navigate discussion around this assessment</p> <ol style="list-style-type: none"> 1. PLCs need more training/accountability to analyze data and make decisions 2. Use of the PLC process to optimize Tier 1 Instruction in every classroom and create safe learning environments that motivate students to learn and encourage the growth mindset. 3. Peer observations developed within PLCs 4. Development of SMART goals for each PLC 5. Staff to attend opportunities to improve the use of district initiatives, including the PLC process, to improve the quality of instruction and improve the learning environment for all students. 6. Engage students in their learning by differentiated strategies addressing individual student needs across all subject areas - including but not limited to: Thinking Maps, SII, AIM Strategies, UDL and MTSS. <p>Develop common assessments in all core areas and use results to make instructional decisions. Better use of data through articulation and cross-curricular meetings</p> <p>The addition of release days by department to train, collaborate and prepare within the given departments.</p>	All Students	<p>96,377 Concentration Grant 1000-1999: Certificated Personnel Salaries Professional Learning Community/Team training and professional development. Subs will be required for PD.</p> <p>This includes new Department Release days to collaborate, plan and prepare</p>
2.4	<p>Supplemental Technology Services: Software to increase access to Academic Program across all content areas.</p>	All Students will Benefit	<p>69,875 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Supplemental Technology Services: Instructional</p>

			Support Computer software including, but not limited to: Extempore, Turn-it-in.com, Yabla, Go Guardian, YPG, ProQuest, ED Puzzle, Discovery, Learning A-Z, Online Subscriptions, Adobe Creative Suite 52,567 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Software (Adobe, Quest,)
2.5	Equipment Replacement/Repair (6420/6520) in order to impact student learning and support high quality instruction	All Students will Benefit	35,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Repair, upkeep and support of instructional equipment on campus. 11,570 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Salary to cover summer work and tech preparation for the upcoming year.,
2.6	Increase support of supplemental instructional materials in all content areas that support student achievement and learning.	All Students will benefit	25,000 SISS 4000-4999: Books And Supplies Instructional materials and supplies Physical Education and STEAM. Manipulatives, lab supplies, art supplies. 19,291 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional salary/benefits targeted support in the areas of math to address current performance in state and interim assessments in the area of math instruction. Target groups include our student groups who are struggling the most in the attainment of math concepts. Target student groups include, but are not limited to African-American/Black, Hispanic and Pacific Islander who are performing at a significantly lower level than their peer counterparts.
2.7	Increase personel to support growth of the VAPA program and build two additional programs (Dance and DMA)	All Students will benefit	341,023 Prop 28 1000-1999: Certificated Personnel Salaries

	Employee salaries to include the following positions: DMA Teacher (.8) Dance Teacher (1) Accompanist IA VAPA - Vocal Coaches (2) IA VAPA - Percussion Coach (1) IA VAPA - Colorguard Coach (1) IA VAPA - Brass (1) IA VAPA - Woodwind (1) Ceramics IA VAPA (2) Art IA Visual Arts Assitant (1) Art IA Visual Arts Assitant (1) Art IA Visual Arts Assitant (2)		Additional salary/benefits targeted support in the areas VAPA 85,256 Prop 28 4000-4999: Books And Supplies Materials and supplies required to grow the new programs (Dance and DMA)
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall Implementation and Effectiveness Summary
 The implementation of strategies across multiple academic and enrichment indicators at Mayfair High School shows measurable growth in several key areas, though there are still clear needs for improvement, especially in equity and subgroup performance.

Academic Performance (CAASPP & NWEA MAP)
Implementation Effectiveness: The continued collaboration with instructional coaches and the use of professional development time to identify priority standards have laid a strong foundation for improving instruction. Growth in math (4%) and improved performance in upper grades indicates partial success.
Challenges: Despite these efforts, ELA scores slightly declined and subgroups including African American, Special Education, and English Learners underperformed.
Recommendations for Improvement:
 Continue refining instructional design using real-time data.
 Strengthen professional development by incorporating hands-on training in data-driven instruction.
 Focus targeted supports on underperforming groups and lower grade levels to close performance gaps.

NWEA MAP Growth
Implementation Effectiveness: Growth was steady or slightly improved, especially in high school Language Usage and reading. The consistency of results suggests moderate success in instructional consistency.
Challenges: Growth remained below the 50th percentile goal, particularly for middle school.
Recommendations:
 Analyze curriculum pacing and intervention effectiveness in lower grades.
 Increase use of formative assessments and differentiate instruction more aggressively.

CTE Pathways
Implementation Effectiveness: Highly effective. Enrollment and completion of CTE pathways increased significantly, from 25% to a projected 40%, demonstrating strong implementation and relevance.
Recommendations:
 Leverage block scheduling to help students meet both CTE and A-G requirements.
 Increase student counseling to promote dual pathway planning.

A-G Completion
Implementation Effectiveness: Moderate progress, with a baseline established at 44.6%, though significant subgroup disparities persist (e.g., ELs, LTELs, SPED).
Recommendations:

Implement equity-focused academic supports and personalized graduation planning.
Start college readiness education in middle school.
Expand AVID and ensure schoolwide WICOR integration.

AP Course Enrollment

Implementation Effectiveness: Very effective. A 50% increase in enrollment shows success in expanding access to rigorous coursework.

Challenges: Equity in representation among EL and LTEL students remains low.

Recommendations:

Provide intentional outreach to underrepresented groups.

Offer AP readiness supports and counseling for balanced course loads.

EL Reclassification

Implementation Effectiveness: Fell short of goal, with only 25 students reclassified compared to the target increase of 15 over the prior year's 46.

Recommendations:

Reassess EL instructional supports.

Implement more strategic language development interventions and frequent progress monitoring.

VAPA Offerings

Implementation Effectiveness: Successfully expanded offerings through Prop 28 funding, now including new sections in dance and digital media.

Recommendations:

Monitor student engagement and enrollment trends to adjust and sustain programming.

Conclusion

While Mayfair High School has seen significant growth in CTE, AP, and VAPA, academic outcomes, especially for vulnerable student groups, require more targeted interventions and refined instructional practices. By continuing to invest in data-informed instruction, equity-based supports, and cross-program integration, the school is well-positioned to meet its goals in future years.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the majority of strategies and activities to meet the articulated goals were implemented as planned, there were notable gaps between intended implementation and actual execution, particularly in areas that require targeted supports and specialized training. These differences are largely connected to resource allocation, timing, and depth of implementation, and they have had a direct impact on the outcomes for specific student groups.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Departments need to continue to develop their Theory of Action and identify key essential standards based on student data indicators (formative, summative, local, state, and district assessments)" suggests a process for educational departments to refine their approach to teaching and learning.

Proposed Changes Based on Analysis

1. Goal Refinement:

Original Goal: Improve academic achievement across all student groups with 5% yearly growth in state assessments, reclassification, and college/career readiness.

Change: The goal will be refined to explicitly include equity targets, such as improving performance among English Learners, LTELs, Special Education, and African American students—groups that consistently underperform based on the CAASPP and A-G data.

SPSA Section: This change will be reflected in Goal 1: Academic Achievement, under the "Measurable Outcomes" and "Identified Needs" subsections.

2. Metrics Updates:

Change: Maintain CAASPP and NWEA MAP as key metrics, but disaggregate data by subgroup in SPSA metrics and track A-G completion and CTE/AP enrollment specifically for underperforming groups.

Addition: Introduce a metric for implementation fidelity of WICOR strategies across departments and a metric for teacher data-use proficiency through survey or classroom observation.

SPSA Section: Annual Review – Metrics and Measurable Outcomes.

3. Strategic Activities Adjustments:

Add Targeted Interventions:

Implement tiered intervention systems for ELA and Math in grades 7–10.

Provide ELD-specific professional development and integrate designated ELD instruction.

Strengthen Instructional Supports:

Allocate funding for embedded coaching cycles, with a focus on data analysis and differentiated instruction.

Use department PD time to align instruction to prioritized standards and incorporate student work analysis.

Equitable Program Access:

Expand AVID schoolwide with an equity enrollment lens to reach more students from underserved subgroups.

Ensure AP and CTE outreach is data-informed and tracked for demographic alignment.

SPSA Section: These changes will be reflected in “Planned Strategies/Activities” under each goal—especially in Goal 1 (Academic), Goal 2 (College/Career Readiness), and Goal 3 (Equity and Engagement).

4. Reclassification and EL Supports:

Change: Set a more specific reclassification goal tied to language proficiency progress monitoring at multiple points during the year rather than only at year-end.

SPSA Section: Found in Goal 4: English Learner Progress, with revised strategies including more frequent diagnostic testing and push-in language support.

Conclusion

These updates ensure the SPSA reflects a more nuanced, equity-driven, and data-responsive plan. Key changes will be found under the updated goals (especially Goals 1–4), with adjusted metrics and activities clearly identified in the Annual Measurable Outcomes and Strategy/Activity Detail pages. These revisions are intended to address performance gaps while leveraging existing program successes (e.g., CTE and AP growth).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication within school and community

This focus on clear, consistent communication and strengthened partnerships will play a crucial role in building a more cohesive community at Mayfair. By enhancing transparency and follow-up, the school can foster a sense of trust and shared responsibility, helping everyone feel more connected and engaged with the school's goals. This commitment to collaboration and open dialogue will not only improve morale but also promote a supportive environment for both students and staff. Mayfair Middle/High School has made significant strides in addressing the vital need for enhanced communication within its community. Recognizing the importance of transparent and effective communication channels between the school, staff, and parents, Mayfair has implemented measures to strengthen these connections.

Efforts to improve communication systems have been evident, demonstrating the school's commitment to fostering a more cohesive and engaged community. While acknowledging existing communication structures, Mayfair has taken proactive steps to ensure that messages are not only delivered but also received and acted upon. ParentSquare, Minga and the new format of the website have helped us reach these goals.

Moreover, the school's focus on bolstering staff morale through improved transparency in communication between teachers and district personnel is commendable. By fostering an environment of openness and collaboration, Mayfair is nurturing a sense of shared responsibility among its faculty and administration.

Furthermore, Mayfair's commitment to building strong relationships with students, families, and the wider community is indicative of its dedication to promoting trust, engagement, and mutual accountability. By actively engaging with stakeholders, the school is fostering a supportive environment conducive to academic success and holistic development.

In conclusion, Mayfair Middle/High School's efforts to strengthen communication channels and build relationships within its community are commendable steps toward fostering a more cohesive and engaged educational environment. Through continued dedication to transparency, collaboration, and engagement, Mayfair is poised to further enhance its impact on student success and community involvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: BUSD will provide ongoing communication and opportunities for educational partners to advocate for the success of all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the amount of parents that participate in school education programs, activities, and events.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Forecast Monthly Publication for Families	Newsletter averages over 4,000 views per publication.	Increase average by 25% (5,000)
Parent Square	ParentSquare was implemented in February, baseline data will be captured after a year of use.	All staff will utilize ParentSquare will utilize ParentSquare for communication with families.
Data from school website/social media visits	Mayfair_busd unified Facebook, Instagram and Twitter (X) accounts now stand at approximately 2,000 followers per site.	Increase the effective use of websites and social media Mayfair expects to grow this following by 10% during this school year.
Feedback from ELAC, SSC	Parent representatvies on ELAC and SSC	ELAC has consistent members, but participation must increase to match student population.
Parent Tracker	Parent tracker numbers are inconsistent from the year and half of school	Stronger utilization of parent tracker to create goals for second semester and beyond. Increase the number of parents who participate in parent tracker by 1000.
PTSA Participation	Mayfair has the highest number of members in the district at 325 members in 2024.	100% Staff participation, Increase by 5% of parent memebership this year.
Coffee Conversations with Counselors	Monthly meetings that started in September.	Average 50 parents per session by the end of the year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>1. Parents, staff, students, and community members will participate in developing, implementing, and evaluating core and categorical programs.</p> <p>2. Increase the opportunities for parents to give feedback about school programs through organizations such as the School Site Council, English Learner Advisory Council, Parent Teacher Student Association,</p> <p>3. Feedback from ELAC, SSC, PTSA participation, data from school website/social media visits, data from parent education nights, caring connections meetings, blackboard communication</p> <p>4. School Site Council (SSC) will continually review data on the effectiveness of core and categorical school programs, to monitor and evaluate SPSA implementation, determine needs for modification, and to revise, as needed, the plan for the following year.</p>	All students will benefit	

<p>3.2</p>	<p>1. Use technology to increase access for all parents to access student achievement data, parent meetings, and important school information.</p> <p>2. More effective use of blackboard, the schools website and social media to increase parent participation in school activities.</p> <p>3. Blackboard sends messages in home language.</p> <p>4. All school-site documents sent to homes will be translated into Spanish</p> <p>5. Utilization of translation services at meetings and events.</p> <p>6. Increased parent meetings on campus to raise level of involvement and awareness of school programs that include support for our ATSI student groups, but all will benefit.</p>	<p>All students will benefit</p>	<p>25,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Portable sound system to facilitate engagement opportunities (banquets, town halls, rallies, student celebrations. 2,500 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Translation services for small and large group events in order to improve and support best practices in communication with our families. 75,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Instructional Support Material and Supplies. Including, but not limited to printing supplies, paper, toner that supports a large percentage of our school community who relies on school supplies to produce high quality work. 25,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Printing services to support student celebrations and academic recognitions. Including, but not limited to graduation, promotion, student of the month recognitions.</p>
<p>3.3</p>	<p>1. Stronger relationships with organizations such as PTSA to build strong relationships with parents and increase opportunities for students in the display of their talents, the earning of scholarships and the display of their leadership abilities.</p> <p>2. Increase parent participation through quality programs and informative parent education opportunities (PIQE for example has been done in the past).</p>	<p>All students will benefit</p>	
<p>3.4</p>	<p>Increase the number of parent education workshops covering a wide range of topics to include academic planning, Social Emotional Wellness, and strategies for academic success.</p> <p>1. At parent meetings and workshops, information on curriculum, assessments, and the proficiency levels of students will be provided. Opportunities</p>	<p>All students will benefit</p>	<p>40,000 Supplemental (EL) Grant 4000-4999: Books And Supplies Externally mounted sound system (STEAM and MPB) that will allow to eincrease</p>

	<p>will be given to parents to provide input into needs regarding parenting education programs.</p> <p>2. Parents will be invited to serve as volunteers, to attend principal meetings, to participate in PTSA, parent committees, grade level workshops, and to volunteers at the school in the classroom</p> <p>3. Training and materials to increase parent awareness of community resources, academic assistance resources, high school graduation requirements, college admission requirements and availability of financial aid resources."</p> <p>4. Financial Aide Workshops</p>		engagement opportunities and student celebrations.
3.5	<p>Communication: Increase student and community awareness about going to college and other routes to success after high school including entry into CTE pathways, trade schools, military service, community college, apprenticeships, and internships:</p> <ol style="list-style-type: none"> 1. College Tuesdays 2. College Fairs 3. College and Career Focused Field Trips 4. Financial aide information in newsletter and workshops. 5. College/Career Center 6. Email/Blackboard Updates 7. Counselor class visits 8. CTE Pathways and Pathway Completion 	All students will benefit.	
3.8			
3.10			
3.11			
3.12			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation and effectiveness of the strategies and activities to achieve the articulated goal of increasing family and community engagement show a strong and intentional effort with several notable successes, though not all targets were fully met.

Implementation:

The school effectively implemented multiple outreach strategies, including regular Forecast newsletters, integration of ParentSquare, enhanced use of social media, and ongoing parent-focused events such as Coffee Conversations with

Counselors. Staff training and adoption of ParentSquare demonstrate strong buy-in, and regular publications like the newsletter and social media posts highlight sustained communication efforts. Furthermore, structures such as ELAC, SSC, and PTSA were maintained and supported, with intentional efforts to build participation.

Effectiveness:

While the Forecast newsletter has not met its growth goal—largely due to declining enrollment—it remains a strong communication tool with consistent readership. The ParentSquare platform was successfully adopted schoolwide, marking significant growth in digital communication. Social media engagement, especially on Instagram, has surpassed growth expectations, reflecting effective use of preferred platforms. PTSA engagement remains a district leader, indicating strong parent-school collaboration. Though Parent Tracker usage is inconsistent, and ELAC/SSC diversity needs further development, overall parent engagement shows meaningful growth.

Conclusion:

The strategies implemented have been largely effective, particularly in digital and event-based outreach, with measurable progress in most areas. Continued focus on diversifying parent representation and improving the utility of the Parent Tracker tool will help sustain and expand this success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In summary, while core strategies were implemented as intended, adjustments in timing, tool adoption, and resource emphasis (particularly toward digital platforms) marked some deviations from the original plan. These shifts were largely responsive and adaptive rather than indicative of major planning or budgetary misalignment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, the following changes will be made to the goal, annual outcomes, metrics, and strategies/activities to improve effectiveness and better align with actual engagement patterns:

Refine Newsletter Goals: Instead of focusing solely on increasing views, the Forecast newsletter goal will be revised to include engagement quality metrics, such as click-through rates or survey feedback. This will be reflected in the SPSA under Goal 3, Action 1 to align with communication effectiveness rather than volume.

Strengthen Parent Tracker Implementation: To address inconsistent use, the Parent Tracker strategy will be revised to include staff training, clearer expectations, and integration into family engagement planning. This change will appear in Goal 3, Action 4, with a new target to increase usage rates and establish measurable benchmarks for engagement.

Expand Parent Representation in Committees: In response to stagnant ELAC and SSC participation, targeted outreach efforts (including translated materials and flexible meeting formats) will be added to Goal 3, Action 2, with a new metric focused on diversity and proportional representation aligned to the student body demographics.

Update ParentSquare Metrics: With implementation now complete, next year's metric will move from tool adoption to quality and frequency of use, especially for multilingual communication. This adjustment will be reflected in Goal 3, Action 3.

Adjust Social Media Targets: Given the success of Instagram, growth targets will shift to platform-specific goals with an emphasis on engagement (likes, shares, comments) rather than just follower count. This update will be noted in Goal 3, Action 5.

These changes will ensure more targeted and meaningful engagement efforts and will be detailed in the updated SPSA under Goal 3: Parent and Community Engagement and its corresponding action steps.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Continued Growth - Post High School Readiness

Increase college and career readiness by boosting the percentage of students completing A-G requirements and/or finishing a designated career pathway. This will be achieved by expanding programs like AVID and developing an Early College Program (SOONS University) to enhance students' exposure to college-level coursework and career readiness skills. These initiatives aim to support students in meeting academic benchmarks, cultivating a college-going mindset, and building essential skills for post-secondary success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District LCAP Goal #2) BUSD will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Mayfair needs a breakdown of CCI data including:
 Students that don't meet a-g completion due to D grades
 Students that don't meet a-g completion due to world language
 Students that don't meet a-g completion due to math
 CTE completion rates
 dual enrollment

Special Education Transition Plans need to include student portfolios of career assessments as well as targeted information sessions that go beyond classroom instruction
 English Language learners need individual plans for graduation and post-graduation, including viable credit recovery options

Increased support for all students for career and college advisement, including application support during the school day as well as opportunities to explore career pathways and participate in level 3 CTE courses.

Improved participation in the senior survey and a process for follow-up with graduates to measure student success in college and career.

Expansion of AVID to all grade levels, including WICOR strategies and tutorials

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G completion Rate (Eligibility to include CU/UC Completion)	42% completion class of 24. Consistently below 50%	examine individual aspects of a-g to better plan (overall goal 50%)
CTE Enrollment and Completion	The class of 2024 had 25% of its students graduate having completed a pathway.	increase by 5%

Increase FAFSA Completion	New goal as well as Education Code (Senate Bill) requirement	10% increase of seniors complete FAFSA
Graduation Completion Rate	Steady at approximately 96%	Increase our graduation rate by 2%
College Applications Submitted / Acceptances	95% completion of the senior survey.	100% participation in senior survey.
Senior Survey Completion Rate	82% completion rate	100% completion for class of 25
AVID enrollment	1 section for 7th and 1 section for 8th grade	add 9th and 10 grades for 25-26

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Visiting different campuses is an essential step in the college search process. Not only will it help students become familiar with the colleges they're most interested in, but it will also help students get a better understanding of what types of schools are the best fit for their unique needs.</p> <p>Increased exposure to local schools, colleges and universities through planned visits</p>	All Students will benefit.	20,577 Concentration Grant 1000-1999: Certificated Personnel Salaries School visits including substitutes and transportation
4.2	<ol style="list-style-type: none"> 1. Provide additional work hours for College/Career Tech to support students throughout the day while students are on campus. 2. Celebrate Student Successes 3. Cerritos College site bridging. This will help expand and grow college going culture on Mayfair's campus. 	All Students will benefit.	26,612 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Extra hours for College Career Tech
4.3	<p>Advancement Via Individual Determination (AVID) is an in-school academic support program for grades seven through twelve. The purpose of the program is to prepare students for college eligibility and success. Implementation of AVID program to target specific students and student groups in an effort to support academic and social-emotional growth in all students while supporting our most struggling student groups.</p> <p>Implementation of AVID requires the development of an AVID site team consisting of teacher leaders at each school. The representation of teachers on the site team will ensure greater teacher voice regarding the operation and focus of each school.</p>	All Students will benefit.	20,985 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Implementation of AVID. Staff development for entire staff on AVID/WICOR Strategies to implement AVID strategies campus wide.
4.4	Implementation of Parchment to provide transcript and grad services for both current and alumni of Mayfair.	All Students will benefit	6,825 Concentration Grant 5000-5999: Services And Other Operating Expenditures Digital Transfer of Academic Records - Contracted Service

4.6			
4.9			
4.11			
4.12			
4.13			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall Implementation and Effectiveness Summary
 The implementation of strategies across multiple academic and enrichment indicators at Mayfair High School shows measurable growth in several key areas, though there are still clear needs for improvement, especially in equity and subgroup performance.

Academic Performance (CAASPP & NWEA MAP)
Implementation Effectiveness: The continued collaboration with instructional coaches and the use of professional development time to identify priority standards have laid a strong foundation for improving instruction. Growth in math (4%) and improved performance in upper grades indicates partial success.
Challenges: Despite these efforts, ELA scores slightly declined and subgroups including African American, Special Education, and English Learners underperformed.
Recommendations for Improvement:
 Continue refining instructional design using real-time data.
 Strengthen professional development by incorporating hands-on training in data-driven instruction.
 Focus targeted supports on underperforming groups and lower grade levels to close performance gaps.

NWEA MAP Growth
Implementation Effectiveness: Growth was steady or slightly improved, especially in high school Language Usage and reading. The consistency of results suggests moderate success in instructional consistency.
Challenges: Growth remained below the 50th percentile goal, particularly for middle school.
Recommendations:
 Analyze curriculum pacing and intervention effectiveness in lower grades.
 Increase use of formative assessments and differentiate instruction more aggressively.

CTE Pathways
Implementation Effectiveness: Highly effective. Enrollment and completion of CTE pathways increased significantly, from 25% to a projected 40%, demonstrating strong implementation and relevance.
Recommendations:
 Leverage block scheduling to help students meet both CTE and A-G requirements.
 Increase student counseling to promote dual pathway planning.

A-G Completion
Implementation Effectiveness: Moderate progress, with a baseline established at 44.6%, though significant subgroup disparities persist (e.g., ELs, LTELs, SPED).
Recommendations:
 Implement equity-focused academic supports and personalized graduation planning.
 Start college readiness education in middle school.

Expand AVID and ensure schoolwide WICOR integration.

AP Course Enrollment

Implementation Effectiveness: Very effective. A 50% increase in enrollment shows success in expanding access to rigorous coursework.

Challenges: Equity in representation among EL and LTEL students remains low.

Recommendations:

Provide intentional outreach to underrepresented groups.

Offer AP readiness supports and counseling for balanced course loads.

EL Reclassification

Implementation Effectiveness: Fell short of goal, with only 25 students reclassified compared to the target increase of 15 over the prior year's 46.

Recommendations:

Reassess EL instructional supports.

Implement more strategic language development interventions and frequent progress monitoring.

VAPA Offerings

Implementation Effectiveness: Successfully expanded offerings through Prop 28 funding, now including new sections in dance and digital media.

Recommendations:

Monitor student engagement and enrollment trends to adjust and sustain programming.

Conclusion

While Mayfair High School has seen significant growth in CTE, AP, and VAPA, academic outcomes, especially for vulnerable student groups, require more targeted interventions and refined instructional practices. By continuing to invest in data-informed instruction, equity-based supports, and cross-program integration, the school is well-positioned to meet its goals in future years.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was added this year and will be collapsed and folded into goal 1 because the analysis and data are very similar from Goal 1.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,671,970.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Concentration Grant	\$430,228.00
Prop 28	\$426,279.00
SISS	\$89,114.00
Supplemental (EL) Grant	\$726,349.00

Subtotal of state or local funds included for this school: \$1,671,970.00

Total of federal, state, and/or local funds for this school: \$1,671,970.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	430,228.00
Prop 28	426,279.00
SISS	89,114.00
Supplemental (EL) Grant	726,349.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	820,044.00
2000-2999: Classified Personnel Salaries	189,304.00
4000-4999: Books And Supplies	394,256.00
5000-5999: Services And Other Operating Expenditures	195,381.00
5800: Professional/Consulting Services And Operating Expenditures	72,985.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	316,418.00
4000-4999: Books And Supplies	Concentration Grant	31,000.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	46,825.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration Grant	35,985.00

1000-1999: Certificated Personnel Salaries	Prop 28	341,023.00
4000-4999: Books And Supplies	Prop 28	85,256.00
4000-4999: Books And Supplies	SISS	63,000.00
5000-5999: Services And Other Operating Expenditures	SISS	26,114.00
1000-1999: Certificated Personnel Salaries	Supplemental (EL) Grant	162,603.00
2000-2999: Classified Personnel Salaries	Supplemental (EL) Grant	189,304.00
4000-4999: Books And Supplies	Supplemental (EL) Grant	215,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental (EL) Grant	122,442.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental (EL) Grant	37,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	457,661.00
Goal 2	971,810.00
Goal 3	167,500.00
Goal 4	74,999.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Sean Diaz	Principal
Maureen Eckholdt	Classroom Teacher
Kari McDaniel	Classroom Teacher
Abram Rodriguez	Classroom Teacher
Anthony Yanes	Classroom Teacher
Pamela Hill	Other School Staff
Jasmine Lane	Other School Staff Parent or Community Member
Babak AminiTehrani	Other School Staff
Jessica Ravelo	Parent or Community Member
Gerard Greenidge	Parent or Community Member
Sylvia Jones	Parent or Community Member
Alejandro Lopez	Parent or Community Member
Kim Riddle	Parent or Community Member
Sarah Heredia	Parent or Community Member
Adanze Nodim	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: ELAC President - Representative (Lucila Gutierrez)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 29 2024.

Attested:



Principal, Sean R. Diaz on October 29 2024



SSC Chairperson, Gerard Greenidge on October 29 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



**Los Angeles County
Office of Education**

● ● ● ●
COMMUNITY
SCHOOLS
Opportunity. Equity. Families.

ELL Group

October 30, 2024

Mr. Lopez



AGENDA

- Community Schools Initiative Purpose
- Specialist Role
- Present 3 SMART Goals for 24-25 School Year

Monsoon Forecast

The background is a light blue gradient with sun rays emanating from the top center. The bottom portion of the image features a dark blue silhouette of an underwater reef with various coral and sea anemone shapes. Several fish are depicted in silhouette, swimming in the water. Small white bubbles are scattered throughout the scene, particularly on the left and right sides.

SMART GOALS TEMPLATE

S

Specific

- What do I want to accomplish?
- Why do I want to accomplish this?
- What are the requirements?
- What are the constraints?

M

Measurable

- How will I measure my progress?
- How will I know when the goal is accomplished?

A

Achievable

- How can the goal be accomplished?
- What are the logical steps I should take?

R

Relevant

- Is this a worthwhile goal?
- Is this the right time?
- Do I have the necessary resources to accomplish this goal?
- Is this goal in line with my long term objectives?

T

Time-Bound

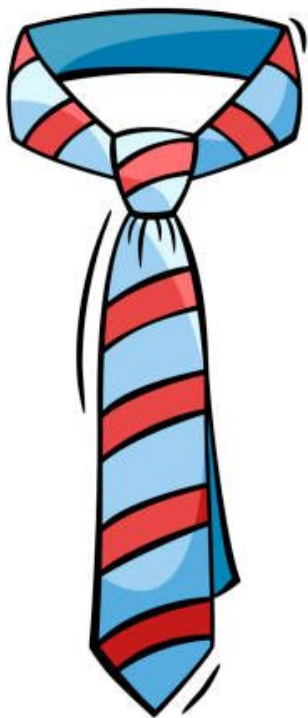
- How long will it take to accomplish this goal?
- When is the completion of this goal due?
- When am I going to work on this goal?

Credits Needed?

The background is a light blue gradient with several bright rays of light emanating from the top center, creating a sunburst effect. The bottom of the image features a dark blue silhouette of an underwater reef scene, including various types of coral, seaweed, and several fish swimming in the water. The overall aesthetic is clean and modern.

MHS 220

An underwater scene with a light blue background. Sunbeams stream down from the top. The bottom is dark blue with silhouettes of coral, seaweed, and several fish. Bubbles are scattered throughout the water.



Minga Prizes



<u>Graduation Rates</u>	<u>Suspension Rates</u>	<u>Absenteeism</u>	<u>ELL Progress</u>	<u>School Climate</u> <u>(PBIS-SPSA Goal)</u>
<p>MHS-95%</p> <p>ELL-81.8% SPED-76.6%</p> <p><i>*(9) (Class of 2024-students completed the Certificate of Completion)</i></p>	<p>MHS-8.7%</p> <p>AA-17.4% LHN-8.2% ELL-14% SPED-12%</p>	<p>MHS-19.7%</p> <p>AA-26.6% LHN-20%</p>	<p>ELL Grad Rate-81.8% Suspension-14%</p> <p>Chronically Absent-26.5%</p> <p>“Very Low” (158) Below Standard-68%</p>	<p>Panorama Survey</p>
	<p>Reduce the number of disciplinary infractions committed by students</p>	<p>The development of Principal's Advisory group to increase student voice. (Principal's Cabinet).</p>	<p>Create a positive school culture that takes into account where a student comes from culturally, social economically, and social emotionally.</p>	<p>Increase the percentage of students who feel connected to Mayfair High School</p>

SMART Goal #1

Absenteeism

1. By June 2025, MHS will reduce the rate of its Chronic Absenteeism among marginalized populations by (7%) by conducting a Needs Assessment, analyzing Aeries Analytics data, weekly ADA percentages to identify MHS' specific challenges, especially among the most marginalized group(s) (AA/LHN/ELL) to implement targeted interventions, including mentorship programs, PBIS and enhanced Family Engagement initiatives that will increase the Average Daily Attendance (ADA) and allow students to be successful on campus

MHS Overall-19.7%
Decrease MHS Absenteeism rates among the most marginalized groups at MHS:

AA(26.6%)
LHN (20%)
ELL (26.5%)

Decrease by 7% to

AA (19.6%)
LHN (13%)
ELL (19.5%)
by June 2025

SMART Goal #2

ELL Progress

2. By June 2025, MHS will increase the graduation rates of English Language Learners (ELL) by 9%, as measured by the California Dashboard. This will be achieved through the implementation of tailored services, the development of effective ELAC and ELD course pedagogy, and targeted growth in NWEA and ELPAC assessments by percentiles. Additionally, we will enhance parent engagement and increase the number of students who meet California graduation requirements and Reclassification (RFEP) criteria.

ELL-(81.8%)

All Students (95%)

SPSA pg. 39

SMART Goal #3

School Climate (PBIS-SPSA Goal)

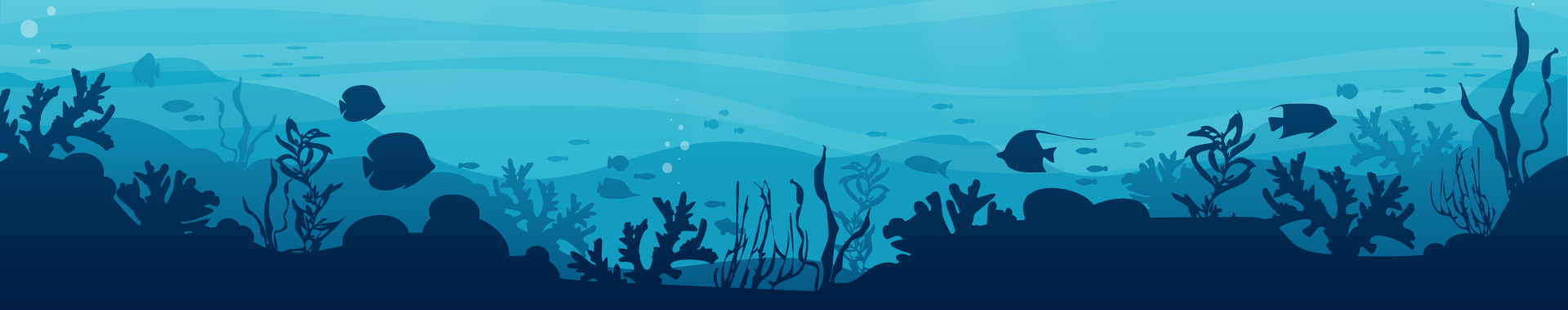
3. By June 2025, MHS will achieve a positive shift in student connectedness as measured by the Panorama Survey, with at least a 3 out of 5 increase in 'favorable' responses in areas related to relationships with teachers and overall sense of belonging. This goal will be assessed through responses in the survey during the 2024-25 school year.

Increase in the number of favorable responses on the Panorama Survey- individual student's level of connectedness-measured by their relationships with teachers and overall sense of belonging

Graduation Plan

MHS Grad Plan

MHS 220



MHS GRADUATION REQUIREMENTS

Students must earn a passing grade in both fall and spring semesters.

SUBJECT AREA	CREDITS
<p>HISTORY/SOCIAL SCIENCE 4 YEARS</p> <ul style="list-style-type: none"> • Geography (1 semester) • Modern World History • U.S. History • Government • Economics (1 semester) 	40
<p>ENGLISH 4 YEARS</p> <p>English 9, English 9 Honors</p> <ul style="list-style-type: none"> • English 10, English 10 Honors • English 11, ERWC 11 or AP English 11 • English 12, ERWC 12, or AP English 12 	40
<p>MATHEMATICS* 2 YEARS</p> <p><small>*AT LEAST ONE MATHEMATICS COURSE MUST MEET OR EXCEED THE RIGOR OF THE CONTENT STANDARDS FOR INTEGRATED MATH I</small></p> <ul style="list-style-type: none"> • Business Math • Integrated Math I • Integrated Math II • Integrated Math III • Math Analysis /Math Analysis Honors • Statistics • AP Statistics • AP Calculus (AB) 	20
<p>SCIENCE: BIOLOGICAL 1 YEAR</p> <ul style="list-style-type: none"> • Biology of the Living Earth 	10

Mayfair High School
Escuela Secundaria y Preparatoria Mayfair

English Learner Advisory Committee Agenda
Comité Asesor de Aprendices de Inglés

October 17, 2024

- I. Call to Order/Llamar a orden:
- II. Approval of today's agenda/Aprobacion de agenda:
- III. Introduce meeting calendar/Hacer calendario de sesiones:
 - A. Meeting/ Reunión #1: 10/17/24
 - B. Meeting/ Reunión #2: 11/14/24
 - C. Meeting/ Reunión #3: 1/23/25
 - D. Meeting/ Reunión #4: 3/27/25
 - E. EL Reclassification Celebration 5/8/25
- IV. ELAC Informational meeting to offer training on purpose of ELAC, duties of its members, roles and responsibilities of officers, /Sesión de información para ofrecer entrenamiento del propósito de ELAC, deberes, responsabilidades y roles de los miembros:
- V. Review bylaws/Revisar las leyes:
- VI. DELAC Report / Informe del DELAC:
- VII. Election of Officers (2 year terms):
 - A. President: Presidente:
 - B. Vice President: Vice Presidenta/e:
 - C. Secretary: Secretaría/o:
- VIII. Election of DELAC representatives (2 year terms):
 - A. DELAC representative
 - B. DELAC alternative
- IX. Community Schools Presentation (informational)
 - A. Goals Aligned to SPSA and SPSA Overview
- X. Adjournment/Terminar la sesion:

Next meeting:/Proxima sesion: 11/14/24

DELAC Meeting: November 14, 2024

Mayfair High School
Escuela Secundaria y Preparatoria Mayfair

English Learner Advisory Committee Minutes
Comité Asesor de Aprendices de Inglés

October 17, 2024

- I. Call to Order/Llamar a orden: Ms. Johnson called to order at 9am / La Sra. Johnson llamó al orden a las 9 am.
- II. Approval of today's agenda/Aprobacion de agenda: Ms. Lucy made a motion to approve the agenda as presented. Ms. Ana seconded the motion. / La Sra. Lucy hizo una moción para aprobar la agenda tal como se presentó. La Sra. Ana apoyó la moción.
- III. Introduce meeting calendar/Hacer calendario de sesiones: Mrs. McDaniel reviewed the dates for ELAC this year. / La Sra. McDaniel repasó las fechas de ELAC este año.
 - A. Meeting/ Reunión #1: 10/17/24
 - B. Meeting/ Reunión #2: 11/14/24
 - C. Meeting/ Reunión #3: 1/23/25
 - D. Meeting/ Reunión #4: 3/27/25
 - E. EL Reclassification Celebration 5/8/25
- IV. ELAC Informational meeting to offer training on purpose of ELAC, duties of its members, roles and responsibilities of officers, /Sesión de información para ofrecer entrenamiento del propósito de ELAC, deberes, responsabilidades y roles de los miembros: Mrs. McDaniel reviewed the roles and responsibilities of ELAC with parents in attendance. / La Sra. McDaniel repasó los roles y responsabilidades de ELAC con los padres presentes.
- V. Review bylaws/Revisar las leyes: Mrs. McDaniel passed out the translated bylaws to the parents in attendance. / La Sra. McDaniel entregó los estatutos traducidos a los padres presentes.
- VI. DELAC Report / Informe del DELAC: Ms. Lucy gave the update from the October 10 DELAC meeting. She said they covered the roles and responsibilities of the committee. She encouraged the parents in attendance to come to the next meeting in November. / La Sra. Lucy entregó el formulario de actualización en la reunión del DELAC del 10 de octubre. Dijo que se abordaron las funciones y responsabilidades del comité. Animó a los padres presentes a que asistan a la próxima reunión en noviembre.

- VII. Election of Officers (2 year terms):
 - A. President: Presidente: Ms. Lucy Gutierrez
 - B. Vice President: Vice Presidenta/e: Ms. Ana Galindo
 - C. Secretary: Secretária/o: Ms. Carla Celis

- VIII. Election of DELAC representatives (2 year terms):
 - A. DELAC representative: Ms. Lucy Gutierrez
 - B. DELAC alternative: Ms. Ana Galindo

- IX. Community Schools presentation (informational): Mr. Lopez gave a presentation on his role with LACOE and community schools. He reviewed his 3 SMART goals as aligned to the SPSA. He discussed ways he wants to be able to help Mayfair families. / El Sr. López hizo una presentación sobre su papel en LACOE y las escuelas comunitarias. Repasó sus tres objetivos SMART y analizó las formas en las que quiere ayudar a las familias de Mayfair.

- X. Adjournment/Terminar la sesion: Meeting was adjourned at 9:35 am / La reunión se levantó a las 9:35 am.

Next meeting:/Proxima sesion: 11/14/24

DELAC Meeting: 11/7/24

ELAC Meeting Reunión ELAC

Mayfair High

October 17, 2024



We build futures!

Training/ Capacitación

- What is ELAC?/ ¿Qué es el ELAC?
- Criteria and Composition of ELAC/ Criterio y composición del ELAC
- ELAC Responsibilities/ Responsabilidades del ELAC
- Officers/ Oficiales
- What is DELAC?/ ¿Qué es el DELAC?
- Relationship between ELAC and DELAC/ Relación entre ELAC y DELAC
- ELAC Bylaws/ Estatutos ELAC
- Elections/ Elecciones



We build futures!

ELAC Meeting Dates/ Fechas de las Reuniones del ELAC

- Meeting/ Reunión #1: 10/17/24
- Meeting/ Reunión #2: 11/14/25
- Meeting/ Reunión #3: 1/23/25
- Meeting/ Reunión #4: 3/27/25
- EL Reclassification Celebration 5/8/25

The presence of 51% of the ELAC membership in attendance at each meeting will constitute a quorum.

La presencia de un 51% de los miembros del ELAC presentes en cada reunión constituirá un quórum.



We build futures!

What is ELAC?/ ¿Qué es el ELAC?

- ELAC stands for English Learner Advisory Committee
- The ELAC is a committee comprised of parents, staff, and community members designed to advise the principal and School Site Council (SSC) on English Learner programs
 - Advise means: suggest, recommend, evaluate
- Schools with more than 21 English learners must have an ELAC
- ELAC significa Comité Asesor de Estudiantes Aprendiendo Inglés
- El ELAC es un comité compuesto por padres, personal y miembros de la comunidad diseñado para aconsejar al director y el Concilio Escolar (SSC) con los programas para los estudiantes que están aprendiendo inglés
 - Aconsejar quiere decir: sugerir, recomendar, evaluar
- Las escuelas con más de 21 estudiantes aprendiendo inglés deben tener un ELAC



We build futures!

Criteria and Composition/ Criterio y composición

- Parents/guardians of English learners (EL) must constitute at least the same percentage of the committee membership as their children represent of the student body
- Other members of the ELAC can be parents/guardians of non-ELs, school staff, and/or community members
- Los padres/tutores de los estudiantes aprendiendo inglés (EL) deben constituir por lo menos el mismo porcentaje de la membresía del comité que el porcentaje de sus hijos en la escuela
- Otros miembros del ELAC pueden ser padres/tutores de estudiantes no EL, personal de escuela y/o miembros de la comunidad

The percentage of ELs at Mayfair is 7.5 % or 187 students
El porcentaje de ELs en Mayfair es 7.5 % or 187 students



We build futures!

ELAC Responsibilities/ Responsabilidades del ELAC

- Assist with the development of the schoolwide needs assessment
- Assist with efforts to make parents aware of the importance of regular school attendance
- Advise on the effectiveness of the school's program for English learners
- Provide input to the SSC on the development of the School Plan for Student Achievement (SPSA)
- Receive ELAC training
- Elect a DELAC Representative
- Asistir con el desarrollo de la encuesta de necesidades de la escuela
- Asistir con los esfuerzos para hacer que los padres sepan de la importancia de la asistencia regular a la escuela
- Aconsejar sobre la efectividad del programa de la escuela para los estudiantes que están aprendiendo inglés
- Aportar con el desarrollo del Plan Escolar de Logro Estudiantil (SPSA)
- Recibir capacitación del ELAC
- Elegir a un Representante del DELAC



ELAC Officers/ Oficiales del ELAC

- President
 - Leads the meetings
 - Signs letters or official documents
 - Attends SSC meetings
- Vice-President/ Vice-Presidente(a)
 - Helps the President with any or all tasks
 - Substitutes for the President during his or her absence
- Secretary/ Secretario(a)
 - Maintains a record of all ELAC materials
 - Keeps the minutes of the ELAC meetings
- DELAC Representative
 - Attends all DELAC meetings
 - Shares information with ELAC
- Alternate DELAC Representative
 - Performs the duties of the DELAC Representative during his or her absence
- Presidente(a)
 - Dirige las reuniones
 - Firma cartas o documentos oficiales
 - Asiste a las reuniones del SSC
- Vice-Presidente(a)
 - Ayuda al presidente con cualquiera o todas sus responsabilidades
 - Reemplaza al presidente durante su ausencia
- Secretario(a)
 - Mantiene un registro de todos los materiales del ELAC
 - Toma apuntes en las reuniones del ELAC
- Representante del DELAC
 - Asiste a todas las reuniones del DELAC
 - Comparte información con el ELAC
- Representante Alterno del DELAC
 - Lleva a cabo todas las responsabilidades del Representante del DELAC durante su ausencia.



We build futures!

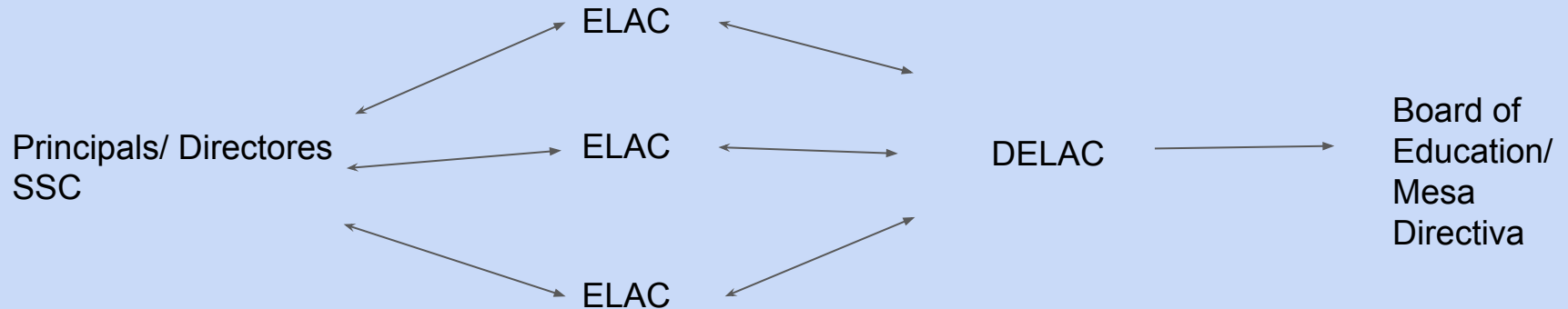
What is DELAC?/ ¿Qué es el DELAC?

- DELAC stands for District English Learner Advisory Committee
 - Any California school district with 51 or more English learners must form a DELAC
 - Parents/guardians of English learners not employed by the district must constitute a majority membership (51% or more)
 - Each ELAC must elect a DELAC Representative
- DELAC quiere decir Comité Asesor de Estudiantes Aprendiendo Inglés a nivel de Distrito
 - Cualquier distrito escolar en California con 51 o más estudiantes aprendiendo inglés (EL) deben formar un DELAC
 - Los padres/tutores de los EL no empleados por el distrito deben constituir la mayoría de la membresía (51% o más)
 - Cada ELAC debe elegir a un Representante del DELAC



We build futures!

Relationship between ELAC and DELAC/ Relación entre ELAC y DELAC



We build futures!

Elections/ Elecciones

- The ELAC Officers are elected at the beginning of the school year
- Officers serve a term of two years in a single office
- Los oficiales del ELAC son elegidos al comienzo del año escolar
- Los oficiales sirven un término de dos años en un cargo individual



We build futures!

Thank you! / ¡Gracias!



We build futures!

MAYFAIR SCHOOL SITE COUNCIL CONSEJO DEL SITIO ESCOLAR MAYFAIR

OCTOBER 29 2024
29 DE OCTUBRE

#SOONS2417

**INTRODUCTION
&
WELCOME**

**INTRODUCCIÓN
&
BIENVENIDA**

#SOONS2417

CALL TO ORDER

Llamar a orden



APPROVAL OF MINUTES

CLICK HERE

APROBACIÓN DE MINUTOS

#SOONS2417

**2024-25
SPSA REVIEW
&
APPROVAL**

**REVISTA
Y
APROBACION
DE SPSA
2024-25**



**PRINCIPAL'S
REPORT**

**DEL DIRECTOR
INFORME**



CALENDAR

CALENDARIO



ADJOURNMENT

DESPEDIDA

#SOONS24/7



**THANK YOU FOR
COMING!
GRACIAS POR
VENIR!**

#bewater

#seaagua

#SOONS24/7

MAYFAIR SCHOOL SITE COUNCIL
CONSEJO DEL SITIO ESCOLAR MAYFAIR

OCTOBER 2024
7 DE OCTUBRE

#SOONS2417

**INTRODUCTION
&
WELCOME**

**INTRODUCCIÓN
&
BIENVENIDA**

#SOONS2417

CALL TO ORDER

OCTOBER 7, 2024

Llamar a orden

7 DE OCTUBRE



APPROVAL OF AGENDA

1. **Welcome and Call to Order**
2. **Roll Call and Establishment of Quorum**
3. **Call to Order and Approval of Agenda**
4. **Approval of Previous Meeting Minutes**
5. **SPSA - Review and Discussion**
6. **Principal's Report, including:**
 - Prop 28 Survey
 - Grad Requirements / Advanced Science
 - Field Updates
7. **Review of School Safety Plan**
8. **Adjournment**



APROBACIÓN DE LA AGENDA

1. **Bienvenido y llame para ordenar**
2. **Pase de lista y establecimiento de quórum**
3. **Llamada al orden y aprobación de la agenda**
4. **Aprobación del Acta de la Reunión Anterior**
5. **SPSA - Revisión y discusión**
6. **Informe del director, que incluye:**
 - Encuesta sobre la Proposición 28
 - Requisitos de posgrado/Ciencias avanzadas
 - Actualizaciones de campo
7. **Revisión del Plan de Seguridad Escolar**
8. **Aplazamiento**

APPROVAL OF MINUTES

CLICK HERE

APROBACIÓN DE MINUTOS

#SOONS2417

**NORMS AND
PROFESSIONAL
CONDUCT**

**NORMAS Y
CONDUCTA
PROFESIONAL**



EXPECTATIONS OF SSC MEMBERS



- **Attend all meetings**
- **Participate**
- **Advise**
- **Ask questions**
- **Share ideas**
- **Be committed to the process and be respectful of other members**

**2023-24
SPSA REVIEW
&
APPROVAL**

CLICK HERE

**REVISTA
Y
APROBACION
DE SPSA
2023-24**

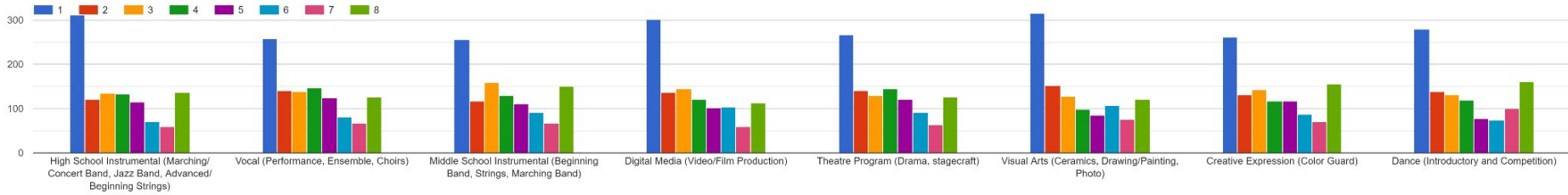


**PRINCIPAL'S
REPORT**

**DEL DIRECTOR
INFORME**



Please prioritize the arts and expansion for Mayfair Middle/High School that you would like to see. 1 is most important to 8 being least important. Priorice las artes y la expansión de Mayfair Middle/High School que le gustaría ver. 1 es el más importante y 8 el menos importante.



GRADUATION REQUIREMENTS

Ethnic Studies

Financial Literacy

Review of our Own - GOV (unique to BUSD)

GRADUACIÓN REQUISITOS

Estudios étnicos

Alfabetización financiera

Revisión propia: GOV (exclusiva de BUSD)

#SOONS2417

**2024-25
SSC
REVIEW
DATES
&
MEMBERSHIP**

**2024-25
SSC
REVISAR
FECHAS
&
AFILIACIÓN**

#SOONS24/7

CALENDAR

CALENDARIO



ADJOURNMENT

DESPEDIDA

#SOONS24/7



**THANK YOU FOR
COMING!
GRACIAS POR
VENIR!**

#bewater
#seaagua

#SOONS24/7

Mayfair Middle/High School
SCHOOL SITE COUNCIL MEETING
Minutes
Tuesday, October 29, 2024

People Present: Sean Diaz, Jasmine Lane, Anthony Yanes, Dr. Babak Aminitehrani, Alejandro Lopez, Abram Rodriguez, Silvia Jones, Gerard Greenidge, and Jessica Ravelo.

1. Call to Order. The meeting was called to order at 4:07pm by Sean Diaz. Introductions were made.
2. Mr. Diaz reviewed today's agenda, which is to review the SPSA.
 - a. There are some budget changes that will need to occur. As an example, \$37,000 was allocated for PD, but that amount was picked up by the district. As a result, that amount can be redistributed to other site-based programs.
3. Mr. Diaz reviewed the SPSA with the team, going through the document section by section.
4. Previous minutes from the last meeting are provided to the team here:
[3. SSC Minutes 10.7.24](#)
5. Motion to adjourn at 5:42. Motioned by Abram Rodriguez and Jessica Ravelo.

Meeting adjourned at 5:42pm by Mr. Diaz
Minutes provided by Dr. Aminitehrani

MAYFAIR SCHOOL SITE COUNCIL
CONSEJO DEL SITIO ESCOLAR MAYFAIR

SEPTEMBER 2024
9 DE SEPTIEMBRE

#SOONS2417

CALL TO ORDER

SEPTEMBER 9, 2024

Llamar a orden

9 DE SEPTIEMBRE



**INTRODUCTION
&
WELCOME**

**INTRODUCCIÓN
&
BIENVENIDA**

#SOONS2417

APPROVAL OF AGENDA

APROBACIÓN DE LA AGENDA



APPROVAL OF MINUTES

CLICK HERE

APROBACIÓN DE MINUTOS

#SOONS2417

**NORMS AND
PROFESSIONAL
CONDUCT**

**NORMAS Y
CONDUCTA
PROFESIONAL**



EXPECTATIONS OF SSC MEMBERS



- **Attend all meetings**
- **Participate**
- **Advise**
- **Ask questions**
- **Share ideas**
- **Be committed to the process and be respectful of other members**

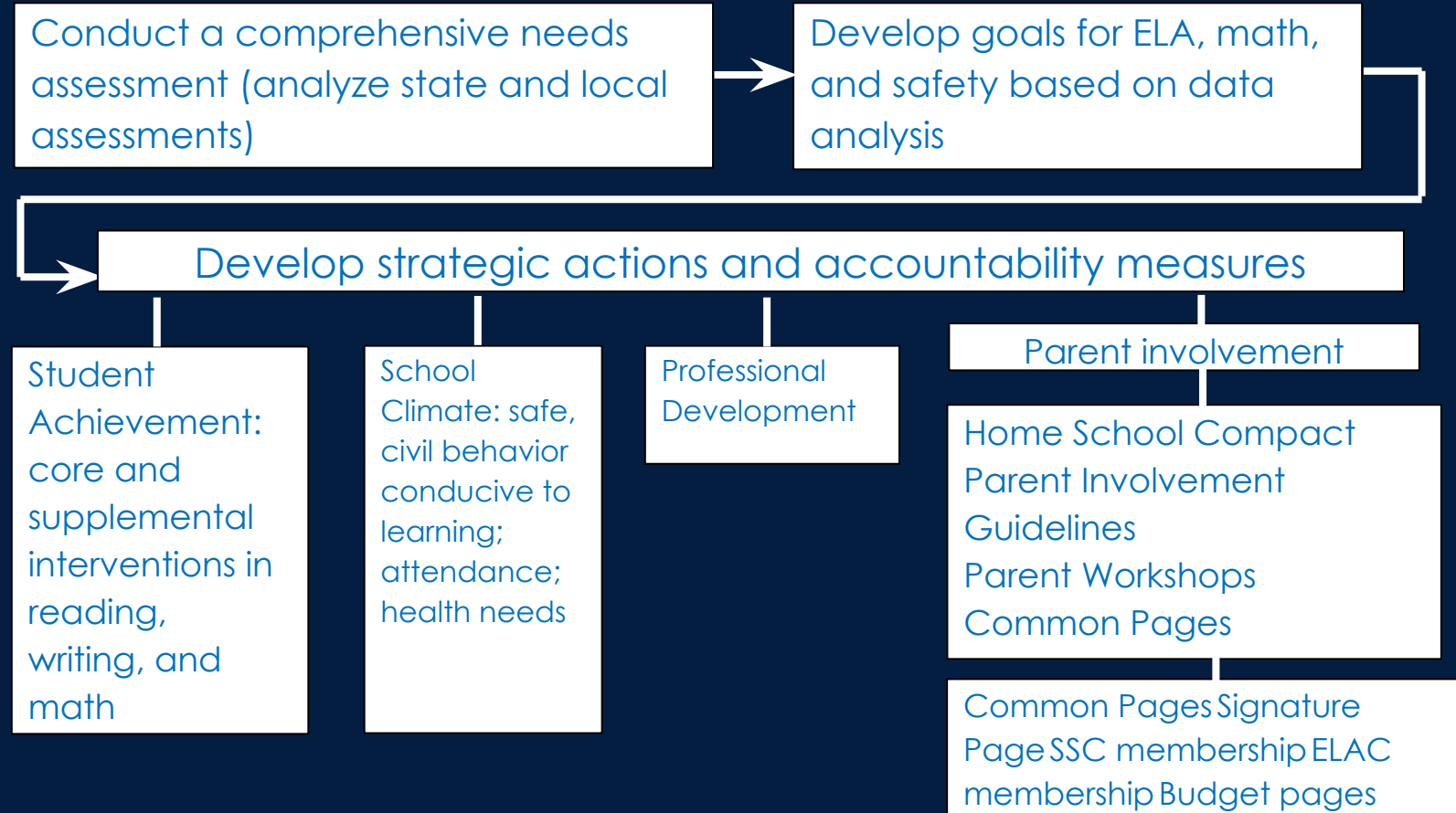
**2023-24
SPSA REVIEW
&
APPROVAL**

CLICK HERE

**REVISTA
Y
APROBACION
DE SPSA
2023-24**



SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)



**2024-25
SSC
REVIEW
DATES
&
MEMBERSHIP**

**2024-25
SSC
REVISAR
FECHAS
&
AFILIACIÓN**

#SOONS24/7

CALENDAR

FUNDRAISER!!!!
MAYFAIR HS & MS
TACONAZO
10326 ALONDRA BLVD, BELLFLOWER,
CA 90706
MAYFAIR WILL
EARN 50% OF THE PROCEEDS!
"PIONEERS OF THE FISH"
TACO SINCE 1978
TACO TUESDAY 9/17/2024
10AM-9PM
DIGITAL FLYER MUST BE PRESENTED AT THE TIME OF
PURCHASE.
NO PHYSICAL FLYERS WILL BE ACCEPTED.
TACO NAZO OFFERS SHRIMP, ASADA, AL PASTOR & CHICKEN. THEY ALSO HAVE MEAT LESS OPTIONS, INCLUDING BEAN FRIED TACOS, POTATO FRIED TACOS & REQUESON FRIED TACOS (CHEESE TACO). THESE ARE SOME TOP SELLERS.

CALENDARIO



ADJOURNMENT

DESPEDIDA

#SOONS24/7



**MAYFAIR
WERHO²
MONSOONS**

**THANK YOU FOR
COMING!
GRACIAS POR
VENIR!**

#bewater

#seaagua

#SOONS24/7

Mayfair Middle/High School
SCHOOL SITE COUNCIL MEETING
Minutes
Monday, October 7, 2024

People Present: Sean Diaz, Jasmine Lane, Anthony Yanes, Dr. Babak Aminitehrani, Alejandro Lopez, Abram Rodriguez, Silvia Jones, Adela Ravelo, Gerard Greenidge, Kim Riddle, Nicole Gates

1. Call to Order. The meeting was called to order at 4:05pm by Sean Diaz. Introductions were made.
2. Mr. Diaz reviewed today's agenda. 3 OCT 2024 School Site Council
 - a. Silvia Jones motions to approve the agenda
 - b. Adela Ravelo seconds the motion.
 - i. Motion Carried, with no objections.
3. Ms. Lane provided an update to the SSC regarding graduation requirements.
 - a. Mr. Diaz talked about the Early College Program, and stated that there are discussions at this time, but that the more immediate goal is to increase Dual Enrollment.
 - b. Ms. Lane stated that there are currently 1 Dual Enrollment class for fall and spring, and another for summer.
 - c. Ms. Lane stated that one of our Mayfair teachers is teaching a Dual Enrollment class for English 100. Mr. Diaz also stated that the goal is to have an Early College Program.
 - d. Dr. Tehrani provided additional insight into the Early College Program
4. Mr. Diaz stated that not many students are taking AP science classes, possibly because students are not taking honors level courses, which are not currently offered in our district since NGSS was adopted by the district. There is discussion about bringing these types of honors classes back.
5. Previous minutes from the last meeting were provided to the team. 2. SSC Minutes 9.9.24
 - a. Kim Riddle motions to approve the minutes from 9.9.24
 - b. Adelo Ravelo seconds the motion.
 - i. Motion carried, with no objections.
6. SPSA Review & Approval
 - a. Mr. Diaz stated that he believes that the SPSA needs to update the SPSA, and that a draft of the SPSA should be available in about a week to 10 days.
 - b. Mr. Diaz asked if anyone has had the opportunity to review the 80-page document.
 - i. No one has reviewed it yet.
 - c. Mr. Diaz stated that the budget is focused more on instruction this year, with professional development and supplies being an area of focus. Our biggest expense is PD and substitutes so that our teachers can attend PD.
 - i. Mr. Diaz gave an example of PD from last school year, where history teachers got to see a model lesson in the classroom.
 - ii. All of these PD events help benefit our teachers, and ultimately, our students.

- d. Adela Ravelo asked if money is being spent on parent engagement, and to help with chronic absenteeism. She also asked about the 8th period as well, with students coming back for a sport.
 - i. Mr. Diaz stated that the Dean of Climate and Culture is categorically funded to assist with chronic absenteeism; she has helped with decreasing chronic absenteeism overall during the past two years while at Mayfair. The school is also increasing attendance meetings.
 - ii. Mr. Diaz stated that the school does host Coffee with the Counselors, with about 60 people saying they would come, but about 35 showed up in September. Mr. Diaz also stated that there is an interest in potentially hosting parent workshops at the start of the school year.
 1. Mr. Diaz is also interested in hosting a night event with parents as well
 - iii. Mr. Diaz stated that the school will address the 7th and 8th period safety concerns, and thanked the parent for the feedback. Mr. Diaz also stated that there are discussions at the district office to see if all 7th-10th students can take a mandatory 7 classes, and to have someplace for students to go during a “home” period.
7. Safety concerns at a football game were brought up, to know who the administrators are. Mr. Diaz will follow up, and will introduce the administrators to the PTA Snack Shack volunteers.
8. Mr. Diaz discussed Prop 28 survey results. High school instrumental and vocal were listed as some of the higher requests. A digital media pathway is considered of high interest as well, along with visual arts. Mr. Diaz stated that some of the Prop 28 money is being spent on supplies currently, and that he is looking into expanding stipend positions to support areas of visual/performing arts.
 - a. Mr. Diaz also stated that if we have Dance on campus, we want it to supplant our PE credits, similar to other schools. And, we are hoping to have this become a letter “F” in the A-G Requirement for college, to have it count as a Visual and Performing Art class.
9. Mr. Diaz talked about Ethnic Studies, Financial Literacy, and a review of our own programs such as a year-length of Government in BUSD (which is unique to our district, as most have this as a semester).
 - a. Health has been embedded into biology in some districts
10. We are still looking at SSC dates to remain on Mondays. Also, we will need another SSC meeting prior to November 1st, in order to review SPSA. Mr. Diaz proposed an in-person meeting to review the SPSA on Monday, October 21st.
 - a. Mr. Diaz stated that he can make this a working meeting, and may provide food.
 - b. Mr. Diaz stated that he will attempt to get the SPSA to the School Site Council team by October 16th.
11. Motion to adjourn at 5:31. Motioned by Abram Rodriguez and Gerard Greenidge.

Meeting adjourned at 5:31pm by Mr. Diaz
Minutes provided by Dr. Aminitehrani