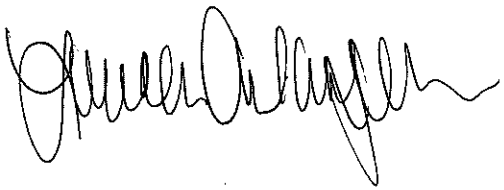
Ayer Elementary

10621666101091

Principal's Name: Lauren Trzeciak

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal – Lauren Ailanjian	X				
2. Chairperson - Laura Toscano		X			
3. Victoria McMillan		X			
4. Rosalie Martinez		X			
5. Lori Perez				X	
6. Kristin Perez				X	
7. Claudia Jaramillo				X	
8. Sal Lucatero			X		
9. Aaron Alvarado			X		
10. Michelle Zepeda				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
X ☐ ELAC voted to consolidate with the SSC. Date 4/8/26

Required Signatures

School Name: Ayer Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Lauren Ailanjian**		**April 10, 2026**
SSC Chairperson	**Laura Toscano**		**April 10, 2026**

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

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

FY 2026/27

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	$76,866	*
7090	LCFF Supplemental & Concentration	$217,344	
7091	LCFF for English Learners	$47,840	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$342,050**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,228
	Program Budget	$74,638
	Total Title I Allocation	$76,866

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Ayer Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		8.6 %	2024-2025	**9.7 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		37.6 %	2024-2025	**38.7 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		39.1 %	2025-2026	**40.2 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		46 %	2025-2026	**47.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		64.4 %	2025-2026	**65.5 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.5 %	2025-2026	**63.6 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		34.2 %	2025-2026	**35.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		32.8 %	2025-2026	**33.9 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		41.5 %	2025-2026	**42.6 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		57.5 %	2025-2026	**58.6 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		58.1 %	2025-2026	**59.2 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		20.5 %	2025-2026	**21.6 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-41.4 pts	-50.2 pts	2024-2025	**-35.2 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.3 %	2024-2025	**33.3 %**
Goal 1	SBAC Math - Average distance from standard (African American)		-110.6 pts	2024-2025	**-95.6 pts**
Goal 1	SBAC Math - Average distance from standard (ALL)	-46.9 pts	-73 pts	2024-2025	**-58 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		20.7 %	2024-2025	**25.7 %**

Goal 2	Chronic Absenteeism - (African American)	38 %	51.5 %	2024-2025	**50.9 %**	↓
Goal 2	Chronic Absenteeism - (English Learner)		28.1 %	2024-2025	**27.5 %**	↓
Goal 2	Chronic Absenteeism - (Hispanic)		37.3 %	2024-2025	**36.7 %**	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		38.9 %	2024-2025	**38.3 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	29.1 %	27.4 %	2025-2026	**26.8 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	89 %	95 %	2025-2026	**96.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	95.7 %	92 %	2025-2026	**93.1 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		89 %	2025-2026	**91 %**	↑
Goal 2	Suspension Rate - (African American)		14.3 %	2024-2025	**13.97 %**	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)	6.37 %	7.4 %	2024-2025	**7.07 %**	↓
Goal 2	Suspension Rate - (White)		12.9 %	2024-2025	**12.57 %**	↓
Goal 2	Suspension Rate (ALL) Semester 1	5.87 %	2.7 %	2025-2026	**2.37 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

English Language Arts Achievements

ELA achievement remains below standard for students in grades 3–6th as evidenced by SBAC and iReady data. Only **28.3% of students met or exceeded standards on SBAC ELA**, and students demonstrated an **average distance from standard of -41.4 points**. Additionally, **34.2% of students were on or above grade level on the iReady Diagnostic 2**, and **46% of students met 40% or more stretch growth in ELA** from Diagnostic 1 to Diagnostic 2. These data indicate that a majority of students are performing below grade-level expectations in literacy.

The **targeted population includes all students in grades K–6th**, with particular concern for students performing below grade level in reading and writing.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Mathematics Achievements:

Mathematics achievement remains significantly below standard as evidenced by SBAC and iReady data. Only **20.7% of students met or exceeded standards on SBAC Math**, and students demonstrated an **average distance from standard of -46.9 points**. African American students show an even greater gap with an **average distance from standard of -110.6 points**. Additionally, only **20.5% of students were on or above grade level on the iReady Math Diagnostic 2**, and **41.5% met 40% or more stretch growth from Diagnostic 1 to Diagnostic 2**, indicating many students are not progressing quickly enough to reach grade-level proficiency.

The **targeted population includes all students in grades K–6th**, with a particular focus on **African American students and students performing below grade level in mathematics**.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

English Learner Language Development:

English Learners are demonstrating limited progress in language development as measured by ELPAC and ELPI indicators. Only **8.6% of students scored Level 4 on the ELPAC**, and **37.6% of English Learners improved at least one ELPI level**, indicating that many students are not progressing toward English proficiency at expected rates.

The **targeted population includes English Learners across grade levels**, particularly students who have been identified as long-term English Learners or who are not making expected progress in language acquisition.

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

English Language Arts Achievements Root Causes:

- Inconsistent implementation of **evidence-based literacy instruction**
- Limited use of **targeted small group instruction and intervention**
- Insufficient **progress monitoring and data-driven instruction**
- Gaps in **academic vocabulary development and reading comprehension strategies**
- Limited **family engagement in literacy learning at home**

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

Mathematics Achievements Root Causes:

- Inconsistent implementation of conceptual math instruction and mathematical discourse
- Limited opportunities for problem-solving and real-world math application
- Gaps in foundational number sense and computational fluency
- Inconsistent use of data to guide intervention and differentiation
- Lack of extended learning opportunities for math practice

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

English Learner Language Development Root Causes:

- Limited integration of **Designated and Integrated ELD instruction**

- Insufficient focus on **academic language development across content areas**
- Inconsistent use of **ELD scaffolds and language supports**
- Limited opportunities for **structured student discourse and language practice**
- Need for additional teacher professional development on **EL instructional strategies**

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

English Language Arts Achievements Ayer Site Needs:

1. Strengthen **structured literacy instruction aligned to standards**
2. Increase **small-group differentiated instruction** based on diagnostic data
3. Provide **professional learning for teachers on reading comprehension, writing, and vocabulary instruction**
4. Expand **intervention supports and after-school literacy opportunities**
5. Increase **family engagement and literacy resources for home support**

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

Mathematics Achievements Ayer Site Needs:

1. Professional learning in **standards-based math instruction and mathematical discourse**
2. Strengthen **tiered math intervention and targeted small-group instruction**
3. Increase **number sense and conceptual understanding strategies**
4. Implement **consistent data analysis cycles using i-Ready and formative assessments**
5. Provide **after-school math enrichment and intervention opportunities**

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

English Learner Language Development Ayer Site Needs:

1. Strengthen **Designated and Integrated ELD instruction**
2. Provide **professional learning focused on language acquisition strategies**

3. Increase **structured academic discourse opportunities for English Learners**
4. Implement **data monitoring for ELPI and ELPAC progress**
5. Expand **targeted intervention and support for long-term English Learners**

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

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

Fully Implemented

Ensuring Fluid Access to Tiered Supports

Ayer Elementary ensures that students have fluid access to tiered academic supports through the implementation of a **Multi-Tiered System of Supports (MTSS)** that integrates collaborative planning, data analysis, and targeted instruction. Teachers provide direct instructional services through intentional collaboration and targeted strategies designed to support all students in achieving grade-level standards.

Through **Professional Learning Communities (PLCs)**, teachers work collaboratively to identify and clarify essential learning objectives for each instructional unit. This collaboration ensures a shared understanding of the priority standards, key skills, and knowledge students must develop. PLC teams design and implement **standards-aligned lessons, instructional materials, and classroom activities** that provide all students with access to core instruction and essential learning.

Teachers also establish **clear criteria for success**, helping students understand expectations for high-quality work and what proficiency looks like. This shared clarity allows teachers to align instruction, assessment, and feedback in ways that support student learning.

To monitor progress and respond to student needs, PLC teams develop and administer **common formative assessments aligned to priority standards**. Teachers analyze assessment results during PLC meetings to identify trends in student learning, determine which students require additional support, and adjust instruction accordingly.

Within the **MTSS framework**, teachers provide differentiated instruction and implement tiered supports based on student need. This includes **small-group instruction, targeted interventions, and enrichment opportunities** through Response to Intervention (RTI) practices. Students who require additional support receive timely interventions aligned to their specific academic needs, while students demonstrating proficiency are provided opportunities for enrichment and deeper learning.

Instructional materials, curriculum resources, and assessment data guide teachers in delivering effective instruction and ensuring that all students receive the support necessary to achieve academic success. This collaborative and data-driven approach allow Ayer Elementary to respond proactively to student needs and ensure equitable access to high-quality instruction and interventions.

Continuous Improvement in Math with Tier I-III Supports

Fully Implemented

Ensuring Fluid Access to Tiered Supports in Mathematics

Ayer Elementary will ensure students have fluid access to tiered supports in mathematics through the implementation of a **systematic Multi-Tiered System of Supports (MTSS)** that integrates rigorous instruction, collaborative learning opportunities, and targeted interventions based on student needs.

Mathematics instruction at Ayer will reflect **coherence and rigor**, with learning opportunities rooted in **conceptual understanding, problem-solving, and real-life application of mathematics**. All teachers will continue implementing the **Guaranteed Viable Curriculum (GVC) GoMath** with fidelity to ensure consistent, standards-aligned instruction across grade levels. Teachers will use the curriculum to plan and refine **Tier 1 core instruction** and **Tier 2 targeted supports**, ensuring that lessons are aligned to grade-level standards and responsive to student learning needs.

Classroom instruction will provide regular opportunities for students to **engage collaboratively with grade-level mathematical problems, investigations, and tasks**. Through structured discourse and collaborative learning, students will develop mathematical reasoning, deepen conceptual understanding, and apply strategies to solve complex problems.

Ayer Elementary will implement a **systematic MTSS framework** to ensure that students receive the appropriate level of support or enrichment based on ongoing assessment and progress monitoring. **Tier 1 and Tier 2 instruction will be delivered by classroom teachers**, who will differentiate instruction through small-group learning, targeted practice, and scaffolding strategies to address individual student needs.

Assessment data, classroom observations, and formative assessments will guide instructional decisions and allow teachers to adjust instruction in a timely manner. Students who require additional support will receive **targeted interventions focused on foundational math skills, number sense, and problem-solving strategies**, while students demonstrating proficiency will have access to **enrichment opportunities that extend mathematical thinking and application**.

Through consistent implementation of the Guaranteed Viable Curriculum, collaborative instruction, and a structured MTSS framework, Ayer Elementary will ensure that all students have **equitable access to high-quality mathematics instruction and tiered supports necessary to achieve mastery of grade-level standards**.

English Learner (EL) Support

Partially Implemented

Ayer Elementary will ensure that students have fluid access to tiered supports by implementing a comprehensive **Multi-Tiered System of Supports (MTSS)** that integrates high-quality instruction, targeted interventions, and ongoing progress monitoring. All students will receive strong **Tier 1 instruction** through daily **Designated and Integrated English Language Development (ELD)** aligned with the **English Language Arts/English Language Development Frameworks**, **Common Core State Standards (CCSS)**, and the district-adopted curriculum, **Wonders ELA/ELD Curriculum**. Instruction will emphasize academic language development, structured academic conversations, and culturally responsive teaching practices to ensure English Learners have equitable access to grade-level content.

Teachers will collaborate with the **Academic Coach, Literacy Coach, English Learner Services team, and administration** to analyze student data regularly and identify students who require additional support. Based on this data, students will receive **Tier 2 targeted small-group instruction** during the school day focusing on specific language, reading, and writing skills needed to increase proficiency levels and support progress toward **English Learner reclassification**. Progress monitoring and formative assessments will guide instructional adjustments to ensure supports remain responsive to student needs.

For students needing more intensive support, **Tier 3 interventions** will provide individualized instruction, additional scaffolds, and targeted language development strategies. Teachers and support staff will maintain ongoing communication with families of English Learners to ensure alignment between school supports and student needs.

In addition, Ayer will leverage its **After School Program** as an extension of the instructional day to further support English Learners working toward reclassification. The Principal and After School Program Coordinator will collaborate to align after-school programming with classroom instruction and intervention goals. Through consistent communication and shared progress monitoring, after-school staff will provide **targeted small-group and individualized support in reading, writing, and language development**. This coordinated approach reinforces skills taught during the school day and provides additional opportunities for practice and language development in a supportive learning environment.

By aligning **core instruction, targeted interventions, and extended learning opportunities**, Ayer Elementary will ensure students receive the appropriate level of support at the right time, allowing them to move fluidly between tiers and make meaningful progress toward English proficiency and academic success.

PBIS and Intentional Climate-Building

Fully Implemented

Ayer Elementary will ensure students have fluid access to tiered supports by implementing a comprehensive **Multi-Tiered System of Supports (MTSS)** that addresses both academic and behavioral needs. As part of this framework, Ayer will provide a tiered approach to positive behavior through the **Safe and Civil Schools Framework** aligned with **Positive Behavioral Interventions and Supports (PBIS)**. Staff will engage in a **Cycle of Continuous Improvement**, regularly collecting and analyzing behavioral and climate data to identify trends and prioritize improvements in policies, procedures, and schoolwide systems that support a safe and inclusive learning environment.

All Students Will Engage in Arts, Activities, And Athletics

Fully Implemented

Ayer Elementary will ensure students have **fluid access to tiered supports** by implementing a coordinated, multi-layered approach that integrates academic, social-emotional, and enrichment opportunities. Through a combination of **Multi-Tiered System of Supports (MTSS)**, relationship-building strategies, and expanded learning programs, students will receive supports that are responsive to their individual needs.

Tier 1 supports include creating an **inclusive school climate** that emphasizes relationship-building among students, staff, and families. This will be reinforced through schoolwide celebrations of student success, structured opportunities for positive interactions, and targeted strategies to engage parents in the school community. Clear systems will ensure all students are aware of and can access co-curricular activities, athletic teams, clubs, and class-sponsored events, supporting both academic and social development.

Tier 2 supports provide targeted interventions for students who need additional engagement or support. The **Collaborative Coaching Team (CCT)** will regularly review schoolwide data with staff and use the **Cycle of Continuous Improvement (CCI)** to identify trends, address disproportionality, and develop individualized systems connecting students to enrichment programs, interventions, or mentoring. This ensures students who may be underrepresented in participation or at risk academically or socially receive tailored opportunities to thrive.

Tier 3 supports provide individualized and intensive support for students requiring more focused intervention. Staff will collaborate with families, community partners, and specialized vendors to ensure students can access academic, social-emotional, and enrichment programs aligned to their needs. Programs may include one-on-one mentoring, small-group skill-building sessions, or targeted interventions within the expanded learning environment.

Expanded Learning and enrichment opportunities play a central role in this tiered support system. Ayer will partner with community organizations and third-party vendors specializing in creative arts, athletics, and STEM-based experiences to deliver high-quality, student-centered programs outside of the regular school day. Assemblies and interactive events will expose students to diverse cultures, scientific concepts, and creative experiences, fostering curiosity and engagement. Celebrating student achievements throughout the year reinforces a culture of belonging and motivation.

By integrating **relationship-building, targeted interventions, and high-quality enrichment opportunities** within a coordinated MTSS framework, Ayer Elementary ensures that all students can seamlessly access supports aligned to their needs, promoting academic, social-emotional, and personal growth.

Attendance Intervention

Partially Implemented

Ayer Elementary will ensure students have **fluid access to tiered supports** by implementing a structured, multi-level approach to **attendance and engagement** that addresses both preventative and intensive needs.

Tier 1 supports focus on universal strategies to promote consistent attendance and readiness to learn. The **Attendance Clerk** and **Home School Liaison** will maintain daily communication with families, reinforcing the importance of attendance while building strong, positive relationships between students, families, and the school. Schoolwide recognition programs and incentives will encourage all students to attend regularly and engage fully in learning.

Tier 2 supports provide targeted interventions for students who demonstrate patterns of absenteeism or tardiness. Identified families will receive phone calls, home visits, and meetings with school administration to collaboratively develop strategies to improve attendance. The **Tier II Intervention Specialist** will facilitate mentoring groups, small-group sessions, and one-on-one interventions designed to help students understand the value of regular attendance and strengthen relationships with peers and staff.

Tier 3 supports offer individualized, intensive interventions for students with chronic absenteeism or additional barriers to school engagement. When necessary, the school will initiate **SARB (School Attendance Review Board) referrals** and coordinate closely with families to address underlying challenges impacting attendance. Leadership, including the Vice Principal and CWAS, will provide ongoing support and guidance to ensure interventions are consistently implemented and responsive to student needs.

Through this coordinated, tiered approach, Ayer Elementary ensures that all students have timely, responsive support to maintain consistent attendance, develop positive relationships, and remain engaged in their academic and social-emotional growth.

Maintaining Positive Staff Relationships

Fully Implemented

Ayer Elementary ensures **positive relationships with staff** are maintained through intentional, ongoing strategies that promote collaboration, communication, and professional well-being. Key approaches include:

1. **Collaborative Professional Culture:** Teachers, support staff, and administrators engage in regular collaborative planning, data analysis, and problem-solving sessions. Structures such as grade-level teams, Professional Learning Communities (PLCs), and the **Collaborative Coaching Team (CCT)** create shared ownership of instructional decisions and foster trust among staff.
2. **Cycle of Continuous Improvement (CCI):** Staff are actively involved in identifying priorities, analyzing trends, and developing solutions. This process ensures that staff input is valued and that decisions are data-driven, strengthening transparency and shared responsibility.
3. **Recognition and Celebration:** Ayer intentionally celebrates staff accomplishments, milestones, and successes through formal recognition programs, staff shout-outs, and team-building activities. These celebrations foster a positive climate and reinforce staff morale.
4. **Open Communication:** Leadership maintains regular, open lines of communication with all staff through meetings, newsletters, and informal check-ins. Staff have opportunities to share feedback, voice concerns, and participate in decision-making, which helps build mutual respect and trust.
5. **Professional Learning and Support:** Staff are supported with targeted professional development, coaching, and mentoring. By investing in staff growth and providing resources for success, Ayer demonstrates a commitment to their well-being and professional satisfaction.
6. **Focus on Well-Being:** Social-emotional well-being is prioritized through supportive policies, access to counseling or wellness resources, and opportunities for staff to connect personally and professionally.

Through these combined strategies, Ayer maintains a **positive, collaborative, and supportive environment**, ensuring staff feel valued, connected, and empowered to contribute to student success.

Parent/Community Engagement in Academics & Activities

Fully Implemented

Ayer Elementary will ensure students have **fluid access to tiered supports** by fostering strong **family and community partnerships** that complement academic and social-emotional interventions. Parents are recognized as integral members of the learning community and are actively welcomed to participate in school activities, after-school programs, and community events. This engagement supports student growth socially, emotionally, and academically while reinforcing a sense of belonging.

As part of the **California Community Schools Partnership Program**, Ayer has developed a comprehensive network of supports that connects students, families, and community organizations. This approach provides **Tier 1 universal supports** through schoolwide events and family engagement opportunities that promote connection and inclusivity for all students.

For students and families needing more targeted support, **Tier 2 interventions** include structured family workshops, individualized outreach, and access to community resources that address specific academic, social, or emotional needs. **Tier 3 supports** involve intensive, personalized interventions coordinated with community partners to remove barriers, provide wraparound services, and ensure families have consistent access to the resources necessary for student success.

In its third year as a Community School, Ayer will focus on **sustaining and deepening family and community engagement**, expanding enrichment opportunities, and strengthening partnerships to ensure resources remain accessible. By integrating family engagement, community resources, and enrichment opportunities into a tiered support system, Ayer ensures all students can access the right level of support at the right time, fostering academic achievement, social-emotional well-being, and a positive school climate.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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

Effective

Effectiveness of Tiered Supports at Ayer Elementary

Ayer Elementary has made significant progress in providing **tiered supports** through a combination of high-quality Tier I instruction, targeted Tier II interventions, and individualized Tier III support. What has gone well is the implementation of **Professional Learning Communities (PLCs)**, which have allowed teachers to clarify essential learning, define success criteria, collaboratively design common assignments and assessments, and use formative data to plan instruction. This work has contributed to gains in student achievement metrics, particularly for English Learners (ELs) and other identified student groups, by ensuring access to high-quality instruction and consistent monitoring of progress.

Existing Structures and Resources:
Ayer leverages several structures that support student growth, including:

- **Tier I:** Research-based instruction aligned to California Common Core Standards and the Instructional Practice Guide, daily integrated and designated ELD for all English Learners, classroom materials (manipulatives, texts, consumables), technology, and academic awards and incentives. Teachers use PLCs to analyze student work and plan instruction.
- **Tier II:** Scheduled intervention blocks, individualized technology-based instruction (Wonders online, iReady), after-school tutoring, and support from the Targeted Support Team (TST).
- **Tier III:** Student Support Team (SST) collaboration, push-in and pull-out support through Resource Specialty Programs (RSP), and additional academic support from the Academic Coach and ASP staff.

Assessment of Current Systems:
Overall, the systems and structures in place are producing positive results. Tier I instruction and PLC collaboration have been effective in providing all students with access to essential learning. Tier II interventions have supported students needing extra practice, and Tier III individualized supports have helped students with the greatest learning needs. However, some areas still show disproportionality or gaps in achievement, suggesting that certain students require additional monitoring, intervention fidelity, or enrichment opportunities.

Identified Gaps:

- Some Tier II and Tier III interventions may not consistently reach all students in need due to scheduling or resource limitations.
- Equity gaps remain for student groups such as African American students, SWDs, Homeless Youth, and Foster Youth, indicating a need for continued targeted support and culturally responsive practices.
- Ongoing professional learning and data analysis are needed to ensure all staff can implement MTSS strategies effectively and consistently.

Lessons Learned and Strengths:

- **Collaboration and PLCs** are a strong point, allowing teachers to share expertise and align instruction.
- **Data-driven decision-making** through RTI, TST, and SST ensures supports are responsive to student needs.
- **Use of technology** for individualized instruction has expanded access and engagement for students at all tiers.
- Celebrations, academic awards, and incentives help motivate students and reinforce growth.

Next Steps:
Ayer will continue to refine its MTSS implementation by:

- Strengthening Tier II and Tier III interventions to ensure all students receive timely support.
- Increasing monitoring of disproportionality and tailoring interventions to meet equity goals.
- Continuing professional learning and collaboration to improve instructional practices, intervention fidelity, and enrichment opportunities.

Through this coordinated approach, Ayer ensures that **all students have fluid access to tiered supports**, maximizing their academic growth, social-emotional development, and readiness for success.

Continuous Improvement in Math with Tier I-III Supports

Effective

Effectiveness of Tiered Supports at Ayer Elementary:

What went well and helped make gains in metrics:
Ayer Elementary has seen growth in student achievement and engagement due to the strong implementation of **Professional Learning Communities (PLCs)**. PLC teams have successfully clarified the essential learning for each unit, developed clear criteria for quality student work, and designed common assignments and formative assessments aligned to standards. This collaboration has directly fueled the **RTI system**, allowing teachers to provide targeted Tier II interventions and Tier III individualized support, resulting in measurable growth in student outcomes, particularly among English Learners (ELs) and other identified student groups. Teachers' use of research-based strategies in Tier I instruction, including **GoMath aligned with California Common Core Standards**, has also contributed to increased rigor and student ownership of learning.

Existing structures and resources supporting success:

- **Tier I:** District-adopted curriculum (GoMath), classroom materials, technology devices, professional learning through PLCs and ILTs, academic awards, and ongoing data analysis of student groups to ensure equity. Home-School Liaison support helps bridge communication with families.
- **Tier II:** Daily 30-minute intervention blocks, technology for individualized instruction (GoMath online, i-Ready), afterschool tutoring, Targeted Support Team (TST) recommendations, and administrative monitoring of MTSS implementation.
- **Tier III:** Student Success Team (SST), Resource Specialty Program (RSP) push-in/pull-out support, additional language support for Newcomer ELs, Academic Coach, and ASP homework groups.

Assessment of current systems and services:
The current systems are largely effective, with Tier I instruction providing strong foundational learning for all students. Tier II and Tier III interventions are supporting students who need additional help, with PLC-driven data analysis ensuring instruction is responsive. However, some supports have not consistently produced expected results for all student groups, particularly in addressing disproportionality among African American students, SWDs, homeless youth, and foster youth. This indicates areas where **intervention fidelity and resource allocation** could be strengthened.

Holes in the system:

- Limited time and staffing for some Tier II and Tier III interventions, which can delay support for students who need immediate assistance.
- Inconsistent access to technology or materials in some classrooms can affect the effectiveness of individualized instruction.
- Some gaps remain in English Language Development for Newcomer ELs, requiring more structured, intensive support.

Lessons learned and strengths to replicate:

- **PLC collaboration** is a critical strength that drives data-informed instruction and interventions.
- **Use of formative assessments** provides actionable data for RTI and enrichment, which can be further leveraged to close equity gaps.
- Technology integration has proven effective in supporting differentiated learning and individualized interventions.
- Celebrating student growth through awards and incentives motivates learners and reinforces positive academic behaviors.

Next steps:

- Strengthen Tier II and Tier III interventions to ensure timely support for students not meeting grade-level expectations.
- Refine equity-focused practices to better support ELs, African American students, SWDs, and other underrepresented groups.
- Continue professional learning and coaching to ensure consistent implementation of MTSS strategies, data analysis, and high-quality instruction across all grades.
- Monitor the effectiveness of interventions and adjust resources, schedules, and staffing to close remaining gaps.

By systematically leveraging **PLC collaboration, MTSS structures, targeted interventions, and robust Tier I instruction**, Ayer Elementary ensures students receive the right support at the right time, creating **fluid access to tiered supports** and promoting growth for all learners.

English Learner (EL) Support

Effective

Effectiveness of Actions at Ayer Elementary

What went well and helped make gains:

Ayer's **Professional Learning Communities (PLCs)** have been highly effective in supporting both teacher development and student growth. PLC teams have clarified the essential learning for each unit, defined success criteria for quality student work, and collaboratively created common assignments and assessments aligned to standards. This has provided teachers with actionable data from **formative assessments (CFAs)** to guide instruction and inform the **RTI system** for both enrichment and intervention.

For English Learners, daily **Designated and Integrated ELD lessons** aligned with the Wonders curriculum and the **ELD/ELA Standards** have helped increase proficiency levels. Teachers' participation in professional learning around ELD standards has strengthened instructional strategies and ensured all EL students receive targeted support at their proficiency level. Regular monitoring of EL performance on grade-level CFAs and other assessments has contributed to measurable gains in student outcomes and supported progress toward reclassification goals.

Existing structures and resources:

- **Tier I instruction:** Research-based Wonders curriculum, integrated and designated ELD, classroom materials (notebooks, manipulatives, graphics, consumables), and technology devices.
- **Professional Learning:** Ongoing PLC meetings, targeted ELD professional development, and collaboration with the Academic Coach and ILT.
- **Assessment and monitoring:** Formative assessments (CFAs) and other grade-level measures to track EL and overall student progress.
- **Materials and technology:** Purchased and maintained to support high-quality instruction, differentiation, and individualized learning.

Assessment of current systems and services:

Overall, the systems in place are largely effective. PLC collaboration, professional learning, and the structured ELD curriculum have helped teachers provide differentiated instruction and monitor progress closely. However, some gaps remain in ensuring **every EL student consistently reaches their full proficiency potential**, particularly for newcomers or students with interrupted schooling, indicating the need for continued targeted interventions.

Identified holes or challenges:

- Some EL students require more intensive Tier II or Tier III supports to meet proficiency goals.
- Scheduling and staffing constraints may limit the ability to provide small-group or individualized interventions consistently.
- Additional resources may be needed to fully differentiate instruction for students with widely varying proficiency levels.

Lessons learned and strengths to replicate:

- **PLC collaboration** is a strong point that supports teacher clarity, student access to essential learning, and effective use of formative assessment data.
- Targeted professional learning around ELD standards has strengthened instructional practice for all teachers.
- Daily integration of ELD with content instruction ensures ELs access grade-level learning while developing English proficiency.
- Consistent monitoring of student progress informs interventions and helps close gaps in achievement.

Next steps:

- Continue using PLCs to refine assessment practices and intervention strategies for ELs.
- Expand small-group and individualized Tier II/Tier III supports for EL students needing additional assistance.

- Maintain investment in materials, technology, and professional learning to ensure instruction remains aligned to standards and responsive to student needs.

PBIS and Intentional Climate-Building

Effective

Effectiveness of Actions at Ayer Elementary

What went well and helped make gains in metrics:
Ayer has made measurable progress in improving student behavior, attendance, and overall school climate through the structured **Multi-Tiered System of Supports (MTSS)** and **Professional Learning Communities (PLCs)**. PLC teams have clarified essential learning for social-emotional competencies and school expectations, creating common practices for classroom and schoolwide behavior. Tier I mini-lessons, class meetings, and Semester Attendance Focus Weeks helped communicate **Guidelines for Success**, reinforce expectations, and build relationships, contributing to increases in daily attendance and student engagement. Tier II interventions, including reflection, goal setting, and self-management programs, have helped students take accountability and develop conflict-resolution skills, while Tier III supports such as the **Re-Engagement Center** and individualized parent meetings have provided intensive support for students with chronic absenteeism or serious behavioral concerns.

Existing structures and resources:

- **Tier I:** Mini-lessons on school expectations, class meetings, social-emotional learning curriculum, attendance incentives, substitute release time for Climate Culture Team (CCT) planning, and materials such as notebooks, manipulatives, whiteboards, and graphics.
- **Tier II:** Reflection and self-management programs, Office Assistant support for daily attendance calls, HSL/CWAS support for parent communication, and attendance recognition events.
- **Tier III:** Re-Engagement Center staffed with Resource Counseling Assistants and teachers, clothes/hygiene supply closet, SST and TST teams, administrative support for re-entry meetings, and Student Attendance Review Board (SARB) referrals.

Assessment of current systems and services:
The existing systems are producing positive results, particularly through **Tier I universal supports** that proactively prevent behavioral issues and encourage attendance. Tier II and III interventions are providing needed supports for students who require additional guidance or intensive help. The integration of PLC collaboration, CCT data analysis, and structured programs has strengthened responsiveness to student needs.

Holes or gaps in the system:

- Some students with chronic absenteeism or high behavioral needs may still require additional intensive supports, particularly during transitions or post-suspension re-entry.
- Systems for gathering ongoing student feedback on school climate are in early stages and could be expanded to better inform interventions.
- Staffing and scheduling limitations may constrain the ability to provide Tier II and Tier III interventions consistently for all students in need.

Lessons learned and strong points to replicate:

- **Collaborative planning through PLCs and CCTs** is highly effective for identifying student needs, analyzing data, and coordinating interventions.
- **Structured Tier II programs**, such as reflection and self-management lessons, help students develop skills for accountability and emotional regulation.
- **Tier III supports**, including the Re-Engagement Center and re-entry meetings, provide immediate and individualized attention to students who face significant barriers.
- Incentive programs, mentorship, and student leadership opportunities strengthen relationships and build school connectedness.

Next steps:

- Expand systems for Tier II and Tier III referrals to ensure all students of concern are identified quickly.
- Increase opportunities for students to provide feedback and voice regarding school climate, which can inform interventions and support continuous improvement.
- Strengthen after-school and mentorship programs to provide consistent relationship-building and positive role models.
- Continue monitoring and refining supports to ensure students returning from suspension or chronic absenteeism have clear agreements, supports, and structured re-entry.

In summary, Ayer Elementary's coordinated approach using **tiered behavioral supports, MTSS structures, PLC collaboration, and student engagement programs** has been effective in improving attendance, behavior, and overall school climate. Strengths such as collaborative planning, reflection programs, and intensive Tier III interventions can be refined and expanded to sustain gains and address remaining gaps.

All Students Will Engage in Arts, Activities, And Athletics

Effective

Effectiveness of Actions at Ayer Elementary – Tier I and Enrichment

What went well and helped make gains:

Ayer has seen positive outcomes in student engagement, behavior, and overall school culture through the implementation of **Professional Learning Communities (PLCs)**, **Second Step social-emotional lessons**, and structured **class meetings**. PLCs clarified essential learning and developed common assignments, allowing teachers to monitor progress and provide interventions through RTI. Engagement in **extracurricular activities, clubs, and regional events** has helped reduce behavioral and academic issues by keeping students connected to the school community. Positive recognition through incentives, monthly non-contingent rewards, and academic or sports banquets has strengthened student motivation, sense of belonging, and school pride.

Existing structures and resources:

- **PLC collaboration:** Facilitates shared understanding of learning goals, formative assessment analysis, and instructional planning.
- **Social-emotional supports:** Second Step lessons and structured class meetings teach problem-solving, relationship-building, and self-management.
- **Enrichment programs:** Clubs, extracurricular activities, academic/sports banquets, and regional community events build student connection and engagement.
- **Professional learning:** Culture and Climate Seminars, conferences, and targeted professional development equip staff to implement engagement strategies effectively.
- **Materials and resources:** Technology, books, and classroom supplies support both instruction and enrichment opportunities.
- **Staffing supports:** Substitute release and supplemental contracts allow time for planning, professional development, and program implementation.

Assessment of current systems and services:

The current Tier I and enrichment structures have been largely effective in promoting engagement, positive behavior, and school culture. Students have increased participation in clubs and events, and staff have the tools and training to facilitate meaningful activities. Incentives and traditions like banquets have reinforced positive school climate. Overall, these systems have delivered results consistent with expectations.

Holes or gaps in the system:

- While Tier I supports are strong, some students may still need targeted Tier II or III interventions to address individual engagement or behavioral challenges.
- Opportunities to collect consistent student feedback on engagement and school climate could be expanded to fine-tune enrichment programs.
- Some clubs or activities may need additional resources or staffing to ensure accessibility for all students.

Lessons learned and strong points to replicate:

- **PLC collaboration** strengthens teacher clarity and informs interventions.
- **Structured social-emotional lessons** and class meetings are effective in proactively teaching skills that prevent behavioral issues.
- **Extracurricular and enrichment programs** build student engagement, motivation, and connection to school.
- **Positive incentives and community traditions** foster pride and reinforce the school's culture and climate.
- Technology, materials, and substitute supports are critical in ensuring programs are implemented effectively.

Next steps:

- Continue Tier I strategies next year, including PLC work, Second Step lessons, class meetings, and enrichment programming.
- Expand opportunities for student voice and feedback on school culture and activities.
- Ensure equitable access to clubs, events, and enrichment activities for all students.

- Maintain professional development and staffing supports to sustain program effectiveness.

Attendance Intervention

Partially Effective

Effectiveness of Actions at Ayer Elementary – Tier I and Social-Emotional Supports

What went well and helped make gains:

Ayer has seen progress in student engagement, behavior, and social-emotional development through the combination of **Professional Learning Communities (PLCs)**, **Second Step lessons**, and structured **class meetings**. PLC teams clarified essential learning and success criteria, allowing teachers to use formative assessments to guide instruction, interventions, and enrichment through RTI. Tier I supports, including **Second Step curriculum, small group SEL instruction, and one-to-one check-ins** with Targeted Support Team members, have helped students develop skills in self-management, relationship-building, and problem-solving. Attendance support meetings with families and goal-setting have contributed to improved student attendance metrics and strengthened school-family connections. Engagement in **extracurricular activities** has helped prevent behavioral issues by fostering connection and positive relationships.

Existing structures and resources:

- **PLCs:** Collaborative teacher teams analyze data and plan instruction to ensure all students have access to essential learning.
- **SEL curriculum and instruction:** Second Step lessons, small group instruction, and one-on-one sessions provide targeted support for social-emotional skill development.
- **Targeted Support Team (TST) and Student Success Team (SST):** Provide individualized support and check-ins for Tier II and Tier III students.
- **Attendance supports:** Meetings with families, goal-setting, and resource matching improve attendance outcomes.
- **Extracurricular activities:** Clubs, events, and enrichment programs foster engagement, positive relationships, and connection to school.

Assessment of current systems and services:

The systems in place are largely effective. PLC collaboration, SEL instruction, and Tiered supports allow staff to identify student needs and intervene proactively. Attendance support meetings and individualized interventions have improved student engagement and metrics, while extracurricular activities have created positive behavioral outcomes.

Holes or gaps in the system:

- Some students with Tier III needs require more intensive or frequent one-on-one counseling than current staffing allows.
- Systems for tracking the impact of SEL interventions and student feedback could be expanded for more precise monitoring.
- Resources for small group SEL instruction may need additional staffing or scheduling support to reach all students effectively.

Lessons learned and strong points to replicate:

- **PLCs and collaborative planning** are effective for aligning instruction, monitoring student growth, and designing interventions.
- **Second Step curriculum and small-group instruction** provide tangible strategies to improve student self-management and social-emotional skills.
- **Individual check-ins** and counseling sessions are essential for students with Tier III needs and should be maintained or expanded.
- Attendance support meetings with families, combined with goal-setting, strengthen family-school partnerships and improve student outcomes.
- Engagement in extracurricular activities remains a strong tool for preventing behavioral challenges and promoting school connectedness.

Next steps:

- Expand one-to-one support for students with intensive social-emotional or behavioral needs.
- Increase monitoring and data collection to measure the effectiveness of SEL and Tiered interventions.
- Maintain and enhance PLC collaboration and professional learning to strengthen implementation of SEL strategies.
- Ensure consistent access to small-group SEL instruction for all students in need.

Maintaining Positive Staff Relationships

Partially Effective

Maintaining Effective Staff Relationships at Ayer Elementary

What went well and helped make gains:

Ayer has cultivated strong staff relationships by prioritizing **collaboration, communication, and shared leadership**. Professional Learning Communities (PLCs) provide a structured environment where teachers collaboratively clarify essential learning, analyze student work, and develop common assignments and assessments. This shared focus fosters mutual respect, trust, and accountability among staff, which translates into more consistent and effective instructional practices. Staff engagement in schoolwide initiatives, professional development, and team-based problem-solving has strengthened cohesion and morale.

Existing structures and resources:

1. **Professional Learning Communities (PLCs):** Teachers meet regularly to collaborate, share best practices, and support each other's growth.
2. **Climate and Culture Teams (CCT):** Focus on fostering positive school culture and addressing staff concerns proactively.
3. **Professional Development and Training:** Seminars, conferences, and targeted workshops allow staff to build skills together, reinforcing shared goals.
4. **Collaborative Leadership Opportunities:** Involvement in committees, event planning, and student support teams (TST/SST) creates shared ownership of school initiatives.
5. **Communication Channels:** Regular staff meetings, email updates, and digital platforms keep staff informed and connected.

Assessment of current systems and services:

The systems in place are largely effective. PLCs and collaborative structures provide regular touchpoints for staff connection and shared decision-making. Professional learning and team-based initiatives encourage staff to feel valued and supported. Clear roles, shared responsibilities, and consistent communication help maintain alignment across teams.

Holes or gaps in the system:

- Occasional scheduling conflicts may limit opportunities for all staff to participate fully in PLCs or schoolwide committees.
- New staff may require additional onboarding and mentoring to fully integrate into existing collaborative structures.
- Opportunities for informal social connection and recognition could be strengthened to further enhance staff morale and relationships.

Lessons learned and strong points to replicate:

- PLC collaboration is a key driver of both instructional effectiveness and strong staff relationships.
- Shared leadership through committees, planning teams, and student support initiatives builds trust, accountability, and cohesion.
- Professional learning, when aligned to school goals and teacher needs, strengthens relationships and engagement.
- Recognition of staff contributions, both formally and informally, fosters morale and motivates continued collaboration.

Next steps:

- Expand mentorship and onboarding programs for new staff to ensure seamless integration into PLCs and school culture.
- Provide additional structured opportunities for informal staff connection and recognition to reinforce positive relationships.
- Continue leveraging PLCs, committees, and collaborative planning to maintain a culture of respect, trust, and shared accountability.

Parent/Community Engagement in Academics & Activities

Effective

Effectiveness of Actions at Ayer Elementary – Tier I, Student Engagement, and Community Schools

What went well and helped make gains:

Ayer has made notable progress in student engagement, academic growth, and family involvement through coordinated efforts across **Professional Learning Communities (PLCs)**, **Second Step social-emotional lessons**, and structured **class meetings**. PLCs allowed teachers to clarify essential learning, share best practices, and analyze formative assessment data to guide instruction and intervention through RTI. Tier I supports, including Second Step lessons and extracurricular engagement, helped reduce behavioral issues and improve attendance and participation metrics.

Academic and engagement strategies, such as **real-world learning experiences, cultural assemblies, field trips, talent shows, and athletic events**, promoted student connection to learning and provided opportunities for students to apply knowledge in meaningful contexts. Sharing unit overviews, lesson topics, and testing calendars with parents quarterly improved communication and supported family involvement. **Community Schools initiatives** created a holistic approach, coordinating academic, social-emotional, health, and family supports to strengthen student success and well-being.

Existing structures and resources:

- **PLCs and professional learning:** Teachers collaborate to design high-quality instruction, formative assessments, and interventions.
- **Social-emotional learning:** Second Step curriculum and class meeting protocols provide explicit SEL instruction.
- **Student engagement programs:** Talent shows, athletic events, field trips, cultural assemblies, and real-world learning opportunities.
- **Community-school supports:** Parent engagement through family nights, Coffee Hours, ELAC/DLAC meetings, translators, babysitting, and food/snacks to increase participation.
- **Funding for activities:** Transportation, health and custodial supplies, attendance incentives, and graphics support ensure programs run effectively.

Assessment of current systems and services:

Current systems are largely effective. PLCs, SEL instruction, enrichment programs, and Community School initiatives have improved student engagement, attendance, and family participation. Students are more connected to school, and staff are collaborating to provide meaningful learning experiences. Funding and resources have enabled successful implementation of events, assemblies, and engagement programs.

Holes or gaps in the system:

- Some students still require additional targeted interventions beyond Tier I supports for academic or behavioral needs.
- Tracking the long-term impact of engagement programs and SEL interventions could be more systematic to ensure sustained outcomes.
- Certain families may still face barriers to participation despite available supports, indicating the need for ongoing outreach and resource allocation.

Lessons learned and strong points to replicate:

- **PLC collaboration and sharing best practices** strengthens instructional quality and student outcomes.
- **Real-world, student-centered learning** promotes engagement and makes academic content more meaningful.
- **Community Schools approach** successfully integrates academic, social-emotional, and family supports to improve equity and connection.
- Providing **logistical supports for family engagement** (translation, childcare, food, and transportation) increases participation and strengthens school-community relationships.
- Events and extracurricular activities are effective for building culture, relationships, and student motivation.

Next steps:

- Continue Tier I SEL and academic interventions, PLC collaboration, and student engagement programming.
- Expand systematic tracking of engagement, SEL outcomes, and family participation to refine supports.
- Strengthen outreach to families who face participation barriers and ensure equitable access to enrichment and engagement opportunities.
- Sustain funding and logistical support for activities, assemblies, and family engagement initiatives to maintain school culture and student motivation.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made next school year.

Ayer Elementary: Planned Changes for Next Year's SPSA

1. Strengthen Tiered Academic Supports (MTSS):

- Expand **Tier II and Tier III interventions** for students not making adequate progress, with more structured small-group instruction and one-to-one support.
- Increase **monitoring and tracking** of student progress using formative assessments, CFAs, and district tools to ensure interventions are targeted and timely.
- Continue providing **daily designated ELD** and integrated ELD instruction for English Learners with more intentional alignment to proficiency levels.

2. Enhance Social-Emotional Learning (SEL) and Positive School Culture:

- Increase **small-group and individual SEL instruction** for students demonstrating Tier II or III needs.
- Expand **Re-Engagement Center supports** for students returning from suspensions or chronic absenteeism, including structured reflection and curriculum for missing academic content.
- Integrate **student voice** to gather feedback on climate and engagement to inform interventions and improve equity.

3. Boost Student Engagement and Enrichment Opportunities:

- Expand **extracurricular activities, clubs, and community events**, ensuring equitable access for all students.
- Increase **real-world learning experiences**, cultural assemblies, field trips, and student-led events to reinforce engagement with academics and SEL.
- Continue leveraging **Community Schools model** to coordinate holistic student supports (academic, social-emotional, health, and family resources).

4. Strengthen Family Engagement and Communication:

- Expand parent outreach strategies, including **quarterly unit overviews, lesson calendars, and progress updates**.
- Continue funding supports such as translators, childcare during meetings, snacks for family events, and transportation to ensure equitable participation.
- Offer additional **workshops and Coffee Hours** to educate families on how to support student learning and engagement at home.

5. Maintain and Refine Staff Supports and Collaboration:

- Continue and expand **Professional Learning Communities (PLCs)** to strengthen instructional planning, formative assessment use, and collaborative problem-solving.
- Provide additional **mentorship and onboarding programs for new staff** to support integration into the school culture and shared instructional practices.
- Increase opportunities for **staff recognition and informal connection** to sustain morale and collaborative culture.

6. Resource Allocation Adjustments:

- Allocate additional funding for **academic materials, instructional technology, SEL supplies, and enrichment program logistics**.
- Expand funding for **attendance incentives, field trips, banquets, student leadership opportunities, and family engagement events**.

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

SSC:

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

ELAC:

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

Staff:

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

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

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Early Literacy: Preschool-2nd Grade

Action Details

Early Literacy

Ayer Elementary's Transitional Kindergarten (TK) program will prioritize the implementation of the district-adopted curriculum to support early learning and development. Students in TK and Kindergarten will focus on strengthening **phonological awareness** through the implementation of Heggerty Phonemic Awareness Curriculum, which provides systematic instruction in foundational sound skills essential for early reading.

Students in **First Grade, Second Grade, and Autism K–2 classrooms** will utilize Magnetic Reading to support the development of literacy skills through structured reading instruction. In addition, **Grades Kindergarten through Third Grade** will continue to implement the district's **Guaranteed and Viable Curriculum (GVC)** to ensure consistent, standards-aligned instruction that builds students' literacy proficiency across grade levels.

Ayer Elementary will maintain a strong instructional emphasis on **foundational literacy skills**, including phonemic awareness, phonics, and early reading development, to support students in becoming confident and proficient readers.

Early Literacy Goal: Reading Before 1st Grade

The Principal and After School Program Coordinator will collaborate regularly to ensure the after-school program supports the school's SPSA early literacy goal of students reading by the end of 1st grade. Through ongoing communication and joint planning, they will align after-school literacy activities with classroom instruction, focusing on foundational skills such as phonics, vocabulary, fluency, and comprehension. The After School Program will provide structured homework time, targeted small-group support, and engaging literacy-based enrichment activities that reinforce daily learning. The Principal and Coordinator will also review student progress data and identify students who may benefit from additional reading practice during the after-school program with ILT team. This collaboration will ensure consistency in literacy instruction, maximize available resources, and strengthen schoolwide efforts to support early reading development.

Direct Instructional Services

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

Teachers at Ayer Elementary will provide **direct instructional services** through collaborative planning and targeted instruction designed to support all students in achieving grade-level standards. Through **Professional Learning Communities (PLCs)**, teachers will work together to identify and clarify the **essential learning objectives** for each instructional unit. This collaboration helps ensure that teachers have a shared understanding of the **knowledge and skills students must develop** through instruction.

PLC teams will design and deliver **standards-aligned lessons, instructional materials, and classroom activities** that give every student access to essential learning. Teachers will also collaboratively establish **clear criteria for success**, helping students understand expectations for high-quality work and what proficiency looks like.

To support instruction, PLC teams will develop and implement **common assignments and formative assessments** aligned to priority standards. Teachers will use the results of these assessments to monitor student progress, adjust instruction, and provide **timely, targeted support**. This process allows teachers to identify students who may need additional intervention or enrichment.

Using a **Multi-Tiered System of Supports (MTSS)** framework, teachers will respond to student learning needs by providing differentiated instruction, small-group support, and targeted interventions through **Response to Intervention (RTI)** practices. Instructional materials, curriculum resources, and assessment data will guide teachers in delivering effective instruction and ensuring that all students receive the support necessary to achieve academic success.

1. **Tier 1 Student Learning Opportunities:**

- Students engage in daily instruction aligned to the **California Common Core State Standards** through lessons and learning activities designed to help them build knowledge, practice skills, and demonstrate understanding of grade-level content.
- English Learner students participate in **daily integrated English Language Development (ELD)** instruction that supports their language growth and helps them access academic content at their English proficiency level.
- Students with disabilities participate in **inclusive learning opportunities**, including mainstream classroom experiences outlined in their IEPs, allowing them to access grade-level curriculum and collaborate with peers.
- Students participate in lessons and learning tasks that are **planned collaboratively by teachers through Professional Learning Communities (PLCs)** to ensure instruction is aligned, engaging, and responsive to student learning needs.
- Students use a variety of **classroom materials and literacy resources** across all subject areas, including notebooks, manipulatives, printed materials, texts, and consumable supplies that support reading, writing, and critical thinking.
- Students benefit from **technology-supported learning**, including access to devices and digital tools that enhance instruction and support academic skill development.
- Students are recognized through **academic awards and incentive programs** that celebrate their growth, effort, and achievement.
- Students from all groups—including **English Learners, African American students, Students with Disabilities, Homeless Youth, and Foster Youth**—receive equitable access to instruction and supports designed to help them succeed academically.
- Students receive **timely academic support and interventions** when needed through collaborative teacher planning, student study teams (SST), and progress monitoring to ensure their learning needs are addressed.
- Students benefit from teachers who engage in **ongoing professional learning**, including schoolwide work in **disciplinary literacy**, to strengthen instruction and improve student learning outcomes across all subject areas.

Use of After School Program to Support Early Literacy

- The After School Program will provide **daily structured reading time and homework support** to reinforce foundational literacy skills such as phonics, fluency, vocabulary, and comprehension aligned with classroom instruction.
- Staff will implement **small-group literacy activities and targeted interventions** for students needing additional reading support.
- The program will incorporate **engaging literacy-based enrichment activities.**
- Students will have **access to high-interest books and take-home reading materials** to encourage consistent reading practice beyond the school day.
- After School Program Coordinator will **collaborate with classroom teachers and school staff** to ensure literacy supports are aligned with grade-level standards and student learning needs.

English Learner Students

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

Title I funds will be used to strengthen support systems for English Learner (EL) students by promoting **student progress monitoring, family engagement, and awareness of pathways to English proficiency and reclassification**.

At the beginning of the school year, teachers receive a roster identifying the **English Learner students in their classrooms**. Teachers review student performance data, including **ELPAC progress**, using ELLevation to analyze language development levels and monitor student growth. This data supports teachers in identifying instructional needs and planning targeted strategies to support students' English language development and academic success.

Teachers also discuss EL student progress during **parent-teacher conferences**, ensuring that families are informed about their child's language development, academic progress, and ways they can support learning at home.

During the **2026–2027 school year**, Ayer Elementary plans to continue using Title I funds to expand **family engagement opportunities for EL families**. The school will host **quarterly parent meetings** focused on sharing information about English Learner programs, available supports, and strategies for supporting students' language and academic development.

In addition, the school will continue to implement **student data chats**, where students review their own progress and learn about the **criteria and goals for English Learner reclassification**. These conversations help empower students to take an active role in understanding their academic progress and the steps needed to achieve redesignation as English proficient.

Student Groups

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

Title I funds will be used to strengthen support systems for English Learner (EL) students by promoting **student progress monitoring, family engagement, and awareness of pathways to English proficiency and reclassification**.

At the beginning of the school year, teachers receive a roster identifying the **English Learner students in their classrooms**. Teachers review student performance data, including **ELPAC progress**, using ELLevation to analyze language development levels and monitor student growth. This data supports teachers in identifying instructional needs and planning targeted strategies to support students' English language development and academic success.

Teachers also discuss EL student progress during **parent-teacher conferences**, ensuring that families are informed about their child's language development, academic progress, and ways they can support learning at home.

During the **2026–2027 school year**, Ayer Elementary plans to continue using Title I funds to expand **family engagement opportunities for EL families**. The school will host **quarterly parent meetings** focused on sharing information about English Learner programs, available supports, and strategies for supporting students' language and academic development.

In addition, the school will continue to implement **student data chats**, where students review their own progress and learn about the **criteria and goals for English Learner reclassification**. These conversations help empower students to take an active role in understanding their academic progress and the steps needed to achieve redesignation as English proficient.

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

Funds from 7090/7091 will be used to strengthen **communication, family engagement, and student progress monitoring** for English Learner (EL) students. These funds will support opportunities for families to stay informed about their child's academic progress and language development as students work toward **English Learner redesignation**.

Ayer Elementary will host **family engagement meetings at least twice per year**, including **Parent Coffee Hour meetings** and **parent-student conferences**, to provide families with updates on student progress and information about the redesignation process. These meetings will create opportunities for meaningful dialogue between families and school staff regarding strategies to support student learning and language development.

Teachers will continue to use ELLevation to monitor and track student data related to English language proficiency and academic progress. This tool supports teachers in analyzing student performance and communicating progress with families.

Additionally, funds will support a **Redesignation Celebration**, recognizing students who have successfully met the criteria to be reclassified as English proficient. This celebration acknowledges student achievement and encourages continued academic success.

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

Ayer will implement several planned actions to support the academic progress and language development of **English Learner (EL) students** by strengthening communication, monitoring student progress, and increasing family engagement.

First, the school will provide **regular opportunities for families to stay informed and involved** in their child's education. Ayer Elementary will host **family engagement meetings at least twice per year**, including **Parent Coffee Hour meetings and parent–student conferences**, where families will receive updates on their child's language development, academic progress, and the requirements for English Learner redesignation. These meetings will also allow families to ask questions and learn strategies to support language development at home.

Second, teachers will consistently **monitor and analyze student progress** using ELLevation. This platform allows teachers to review **ELPAC data, track language proficiency growth, and identify instructional supports** needed for students to continue progressing toward English proficiency. Teachers will use this data to guide instruction and to communicate progress with families.

Finally, the school will recognize student achievement by hosting a **Redesignation Celebration** for students who meet the criteria to be reclassified as English proficient. This event will celebrate student success, acknowledge the efforts of students and families, and encourage continued academic growth.

Through these actions—**family engagement, ongoing progress monitoring, and recognition of achievement**—the school site will provide a supportive environment that helps English Learner students' progress toward **language proficiency, academic success, and redesignation**.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To promote inclusive family engagement, teachers will provide **take-home decodable books** so students can practice foundational reading skills at home with their families. Teachers will communicate **weekly reading skills and strategies** to families, helping them understand the specific phonics and literacy skills students are learning in class and how they can support practice at home.

Teachers will also **model effective reading strategies** for families by sharing examples of how to read with children, including different approaches such as echo reading, shared reading, and asking comprehension questions. This guidance will help families feel confident supporting their child's literacy development regardless of their own reading experience.

In addition, **Parent–Teacher Conferences** will be held in October and scheduled as needed throughout the remainder of the school year. These meetings will provide opportunities for teachers and families to discuss student progress, review reading development, and collaborate on strategies to support continued learning at home. Schools will also strive to ensure meetings and communication are **accessible to all families**, including providing translation support when needed, so that every family has the opportunity to actively participate in their child's education.

Site Supports:

- Provide **inclusive family literacy events** (e.g., family reading nights, workshops on phonics and comprehension strategies) that help families support early literacy at home.
- Offer **multilingual resources and interpretation services** to ensure all families can participate and understand school programs, expectations, and learning strategies.
- Create **family workshops on social-emotional and academic development**, helping caregivers learn practical ways to reinforce classroom learning and emotional growth at home.
- Establish **welcoming school environments** where families feel comfortable visiting classrooms, attending events, and building relationships with teachers and staff.
- Provide **clear guidance for families on how to support learning at home**, including reading logs, suggested literacy activities, and strategies aligned with classroom instruction.
- Schedule **flexible meeting opportunities** (parent-teacher conferences, virtual meetings, and drop-in sessions) to accommodate different family schedules.

- Share **timely progress updates and feedback** so families know when additional support may be needed and how they can assist their child.
- Invite families to **share feedback and collaborate in decision-making** through surveys, family advisory groups, and school committees.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning to Support Early Literacy for English Learners

- Teachers will analyze **English Learner (EL) student data during Professional Learning Communities (PLCs)** to identify early literacy needs and plan targeted instruction that supports students' development in **phonological awareness, phonics, vocabulary, and comprehension**.
- Teachers will implement **daily designated and integrated English Language Development (ELD)** instruction that supports students in developing language skills while strengthening early reading and writing abilities.
- The school will conduct **quarterly monitoring of English Learner student achievement** to review progress in both **English language development and foundational literacy skills**, allowing teachers to adjust instruction and supports as needed.
- Students who have been **Reclassified Fluent English Proficient (RFEP)** will have their academic progress monitored quarterly to ensure continued success in literacy and grade-level learning.
- Teachers will facilitate **goal-setting conversations with EL students and their families** to review language and literacy progress and to support students in working toward English Learner reclassification.
- **Supplemental contracts for ELPAC assessors** will be utilized to ensure accurate and timely administration of the English Language Proficiency Assessments for California (ELPAC), which measures students' English language development.
- Teachers will participate in **professional learning focused on early literacy and English Learner supports**, including reviewing ELPAC requirements and procedures, implementing effective ELD instructional practices, and strengthening **Tier 1, Tier 2, and Tier 3 instructional strategies** to support literacy development for English Learners.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

We will achieve these changes in knowledge and learning by implementing the following actions:

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

Shape these behaviors...

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

We aim to shape the following student and teacher behaviors to improve learning outcomes:

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We hope to see and ultimately achieve the following impacts on student learning and school culture:

- **Teachers will effectively implement Tier 1 instruction with aligned assessments** to support student mastery of grade-level standards and foundational literacy skills. Instructional effectiveness will be measured through **formative and summative assessment data, classroom observations, and student work samples**. Progress will be monitored by **grade-level teams, instructional coaches, and site administration**.
- **Professional Learning Community (PLC) teams will meet consistently** to analyze student data, review common assessments, and collaboratively adjust instruction to meet student learning needs. The effectiveness of these PLC cycles will be measured through **student assessment results, data analysis protocols, and documentation of instructional adjustments**. Monitoring will be conducted by **PLC facilitators and site administration**.
- **Kindergarten through second-grade teachers will complete foundational literacy professional learning** to strengthen instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers will also collaborate to **finalize and implement a comprehensive literacy assessment plan** to consistently monitor student progress. Outcomes will be measured through **student literacy benchmark assessments, progress monitoring data, and implementation of agreed-upon assessments**, with oversight from **grade-level teams, literacy leads, and school administration**.

- **Increased student engagement and literacy proficiency across all grade levels**
  - **How it will be measured:** Through classroom observations, student participation data, literacy benchmark assessments, and review of student work samples.
  - **Who will monitor:** Classroom teachers, instructional coaches, and site administration.
- **Growth in student performance on Pre- and Post-Assessments**
  - **How it will be measured:** By analyzing student performance on grade-level literacy assessments, ELD assessments (where applicable), and formative assessment data before and after instruction.
  - **Who will monitor:** PLC teams, grade-level leads, and school administrators.
- **Effective collaboration within Professional Learning Communities (PLCs) leading to refined instructional practices**
  - **How it will be measured:** Through documentation of PLC meeting agendas and action plans, observation of lesson implementation, and analysis of instructional adjustments based on student data.
  - **Who will monitor:** PLC facilitators, instructional coaches, and school leadership.

These medium-term outcomes will ensure that **students are actively participating in literacy learning, showing measurable growth, and benefiting from data-informed instruction**.

- **A significant increase in students reading at or above grade level, closing achievement gaps**
  - **How it will be measured:** Through annual state and district assessments, benchmark literacy assessments, ELPAC performance for English Learners, and longitudinal analysis of student growth data.
  - **Who will monitor:** Site administration, literacy leads, and grade-level PLC teams.
- **A sustainable, data-driven instructional culture embedded in PLC practices**
  - **How it will be measured:** By evaluating the consistency and quality of PLC cycles, documentation of data-driven instructional decisions, and evidence of ongoing collaboration and adjustments to instruction.
  - **Who will monitor:** Instructional coaches, PLC facilitators, and school leadership.
- **High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs**
  - **How it will be measured:** Through classroom observations, teacher self-reflections, student outcome data, and participation in targeted professional learning.
  - **Who will monitor:** Instructional coaches, site administration, and peer feedback within PLCs.

These long-term outcomes ensure that Ayer Elementary cultivates **both measurable student literacy growth and a professional culture of continuous improvement**, providing equitable, high-quality instruction for all learners.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Site Literacy Intervention Program with Tier I-III Supports

Action Details

Literacy Intervention

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

Site Literacy Intervention Goal:

The Principal and After School Program Coordinator will collaborate regularly to ensure the after-school program supports the school's SPSA literacy intervention goals. Through ongoing communication and joint planning, they will align after-school literacy activities with classroom instruction, focusing on foundational skills such as phonics, vocabulary, fluency, and comprehension. The After School Program will provide structured homework time, targeted small-group support, and engaging literacy-based enrichment activities that reinforce daily learning. The Principal and Coordinator will also review student progress data and identify students who may benefit from additional reading practice during the after-school program with ILT team. This collaboration will ensure consistency in literacy instruction, maximize available resources, and strengthen schoolwide efforts to support early reading development.

Direct Instructional Services

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

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

Tier I

- Teachers will provide multiple research-based strategies integrated aligned to the California Common Core standards and Instructional Practice Guide using district GVC.
- Teachers will ensure all English Learners receive daily integrated ELD that aligns with students' English Language proficiency level.
- Teachers and administrators will use the Professional Learning Community (PLC) model to analyze student work, plan instruction and design Tier 1 learning opportunities.

- Classroom materials and supplies will be purchased to support literacy in all subject areas such as notebooks, graphics, Wonders manipulatives, printing (RICOH), whiteboards, texts and consumables (poster paper, markers, crayons, paper, etc.)
- Technology will be purchased, repaired and replaced to support academic programs.
- Academic Awards and incentive programs will be used to recognize students for their growth and achievements.
- Ongoing analysis of academic progress of student groups such as English Learners (EL), African American students, Students with Disabilities (SWDs), Homeless Youth, and Foster Youth will be monitored to ensure equity and access.
- Substitute release time for certificated staff will be used for PL, SMART Goal planning 3x per year, monthly IEP meeting days, attending professional learning, and student study team (SST) meetings.
- Purchasing of material and supplies to support instruction.
- Ricoh equipment lease to support instruction through printing and copies.
- Professional Learning through Regional work of Disciplinary Literacy schoolwide

Tier II

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

Tier III

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

English Learner Students

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

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

- English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.
- All staff will include a 30-minute block of time in their instructional schedules to provide intervention to students and ensure all English Learners receive daily designated ELD that aligns with students' English Language proficiency level.
- TK–2nd grade teachers intentionally integrate English Learner strategies into daily instruction, including structured academic talk, sentence frames, visual supports, modeling, vocabulary development, and opportunities for collaborative learning, to ensure all students can access and engage with grade-level content.

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

1. With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPAC progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
2. In the 2026-2027 school year, Ayer plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

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

This includes Parent Coffee Hour Meetings, Parent-Student Conferences, ELLevation data tracking by student's teachers, Summit K12, Redesignation Celebration.

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

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

Student Groups

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

Students with Disabilities (SWD):

- Reading programs to support development of literacy skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.
- Paraprofessional to support instruction in the classroom.

African American (AA):

- Reading programs to support development of literacy skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.
- Paraprofessional to support instruction in the classroom.

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

Students with Disabilities (SWD):

- Materials and supplies to support with UDL and needs in the classroom.
- Training and PL for writing to improve literacy skills.

African American (AA):

- Training and PL for writing to improve literacy skills.

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

Students with Disabilities (SWD):

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

African American (AA):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Conferences
- School to home communication informing families of the intervention services students are receiving (deployment, reading skill focus, etc.)
- Teachers provide Tips and Tricks for parents to support reading at home

Professional Learning

Describe Professional Learning related to this action.

- Conferences (ex. PLC+)

ILT Leads Professional Learning (PLC+)

- Provide **PLC+ training for ILT leads** to strengthen grade-level team leadership.

- Develop ILT leads' skills in **data-driven decision making** and guiding collaborative discussions.
- Align training with **school-wide instructional goals** for consistency across teams.
- Offer **ongoing coaching and feedback** to reinforce effective PLC facilitation and team support.

Early Literacy & Classroom Management (After School Tutors)

- Provide **professional learning for after-school tutors** on early literacy strategies (phonics, vocabulary, fluency, comprehension) aligned with classroom instruction.
- Train tutors in **classroom management** to maintain a structured, positive learning environment.
- Support tutors in **guided reading and small-group activities** to reinforce foundational reading skills for struggling readers.
- Ensure **collaboration between the Principal, teachers, and After School Program Coordinator** for guidance, resources, and consistent literacy practices.
- Monitor implementation through **ongoing feedback and progress tracking** to maximize student reading outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

- Teachers will effectively implement Tier I instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier II and III interventions will be structured and targeted based on assessment results.
- K-2 teachers will complete foundational literacy training, and 3-6 teachers will finalize a comprehensive assessment plan.
- Haggerty Training for TK-2nd Grade
- Magnetic Reading 1st-2nd Grade (continued)

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

Shape these behaviors...

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

- Increased student engagement and literacy proficiency in all grade levels.
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments.
- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in accelerated progress for struggling readers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

- A significant increase in students reading at or above grade level, closing achievement gaps.
- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier III interventions due to strong foundational literacy development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Site Math Intervention Program with Tier I-III Supports

Action Details

Literacy Intervention

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

Direct Instructional Services

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

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

Tier 1

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

- Funds to support graphics development for communication about instruction.

Tier 2

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

Tier 3

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

English Learner Students

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

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

1. With Title I funds we plan to support our EL students by continuing to keep parents at the forefront of their child's education. At the beginning of the year, each teacher was given a list of our students that were in their classes that were EL. Teachers went through the students ELPAC progress with help from ELLevation to map out student progress. Teachers also discussed how our EL students were progressing during parent conferences in October.
2. In the 2026-2027 school year, Ayer plans to use EL funds on continued parent engagement and having Quarterly meetings to keep parents updated on our EL students' progress. We also will continue with our student data chats to make sure our students are aware how they can redesignate.

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

We will continue using site funds to support the needs of all of our student groups to ensure they get the best instruction to reach their RFEP goals and standards mastery.

We continue to support our EL students by:

- Reclassified students will be invited to a Reclassification Breakfast, along with their family, to celebrate their reclassification. A PO and Direct Food Services contracts will be used to provide food, refreshments, and supplies.
- Opportunities for parent engagement through ELAC, Pastries with Principals, PTA meetings, and other learning opportunities.
- Designated ELD time calendared in grade level lesson plans to ensure fidelity of EL instruction aside from integrated ELD.

- After School Program to implement a tutoring class focused on language and vocabulary development.
- Headphones and technology for students and staff members supporting our sites with ELPAC assessments.
- Supplemental contracts for external ELPAC assessors for annual ELPAC assessments for grades TK-6.
- Incentives for EL learners to help promote growth and goal achievement.
- Goal setting chats with EL learners toward reclassification.
- EL data will be analyzed during Professional Learning Communities (PLCs) to determine areas of misconceptions and learning gaps for opportunities for reteaching.
- Home School Liaison (HSL) will support with translation and communication with EL student families.

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

- Reading programs to support development of math fluency skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.

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

Students with Disabilities (SWD):

- **Instructional Support and Intervention Materials**
  - **Purchase specialized instructional materials and manipulatives to support access to grade-level curriculum in literacy, math, and other content areas.**
  - **Provide assistive technology tools (e.g., text-to-speech devices, adapted keyboards, visual supports) to enhance accessibility and engagement.**
- **Professional Learning and Collaboration**
  - **Fund professional development for general and special education teachers focused on differentiated instruction, inclusive practices, and strategies for supporting SWD within Tier 1, Tier 2, and Tier 3 instruction.**
  - **Support collaborative planning in PLCs to analyze SWD data and implement instructional strategies aligned to IEP goals.**
- **Progress Monitoring and Assessment**
  - **Utilize funds for assessment tools and data tracking systems to monitor academic and behavioral progress of SWD.**
  - **Support staff time for data review meetings, IEP meetings, and student study teams (SSTs) to ensure interventions are effective and responsive.**

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

Students with Disabilities (SWD):

- Planned supports for this group will include close progress monitoring of goals and progress. Students will be identified through a universal screener and assigned to RTI based on their needs with data monitored every four weeks. In addition to academic support, targeted interventions will be provided to students identified as SED, SWD, and at risk populations to ensure they are making progress and receiving all necessary interventions. Parent input and engagement will be encouraged and solicited through monthly data checks using platforms such as ParentSquare or ClassDojo.
- Provide **small-group or one-on-one math intervention** aligned to IEP goals and individual learning needs.
- Use **multi-sensory and scaffolded strategies** (visuals, manipulatives, technology) to reinforce math concepts.
- Collaborate with **special education and general education staff** to ensure consistent instruction and progress monitoring.
- Monitor progress with **formative assessments and adjust interventions** to meet student needs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement and Communication

- Maintain **regular two-way communication** with families about student progress, accommodations, and strategies to support learning at home.
- Offer **workshops and training sessions** for families on academic and social-emotional supports tailored to students with disabilities.
- Facilitate **collaborative meetings** (IEPs, parent-teacher conferences, team planning) to involve families in goal setting and decision-making.

- Provide **accessible resources and materials**, including interpretation services, to ensure all families can actively participate in their child's education.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning and Collaboration

- Fund **professional development for general and special education teachers** focused on differentiated instruction, inclusive practices, and strategies for supporting SWD within Tier 1, Tier 2, and Tier 3 instruction.
- Support **collaborative planning in PLCs** to analyze SWD data and implement instructional strategies aligned to IEP goals.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

- Teachers will effectively implement Tier I instruction with aligned assessments.
- PLC teams will meet consistently to analyze data and adjust instruction.
- Tier II and III interventions will be structured and targeted based on assessment results.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- Increased student engagement in mathematics proficiency in all grade levels.
- Growth in student performance on CFA, CSA, IAB, and FIAB assessments.
- Effective collaboration within PLCs leading to refined instructional practices.
- Strengthened intervention structures resulting in progress for students struggling in math.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- A significant increase in students math strategies at or above grade level, closing achievement gaps.
- A sustainable, data-driven instructional culture embedded in PLC practices.
- Reduced need for intensive Tier III interventions due to strong foundational math fluency in early grades.
- High teacher efficacy in delivering rigorous, differentiated math instruction aligned with student needs.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Learner (EL) Support

Action Details

Literacy Intervention

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

After School Program Support for EL Reclassification:

Ayer will utilize the After School Program as a continuation of the school day to provide targeted language and academic support for EL students, focusing on reading, writing, and language development to support reclassification goals. The Principal and After School Program Coordinator will collaborate closely to align program activities with classroom instruction, ensure consistency in intervention strategies, and monitor student progress. Through trust and open communication, leadership and after-school staff will coordinate efforts to provide individualized and small-group support, reinforcing skills learned during the school day and promoting timely reclassification.

Direct Instructional Services

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

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

English Learner Students

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

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

- Home School Liaison (HSL) will support with translation and communication with EL student families.
- All ELA students participate in leveled deployment intervention.
- All reclassified students are RFEP monitored for growth.
- 3-6 grade ELs utilize educational program Summitt K12 or other FUSD designated program.
- All EL students learn and practice ELPAC testing strategies in all four domains of speaking, listening, reading and writing.
- All EL students are monitored for their iReady Reading completion and growth.
- Primary language translation of informational materials for clubs, activities and events on campus.
- EL student participation will be monitored and tracked by Climate and Culture Team (CCT) and Administrative Team to ensure all students are connected on campus.

Student Groups

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

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

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

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

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

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

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

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

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

- Reclassified students will be invited to a Reclassification Celebration, along with their family, to celebrate their reclassification. A PO and Direct Food Services contracts will be used to provide food, refreshments, and supplies.
- Reclassified students will be recognized at appropriate Academic Awards ceremony.
- Opportunities for parent engagement through ELAC, Pastries with Principals, PTA meetings, and other learning opportunities.

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

Focused Designated Instruction:

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

Data Monitoring:

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

Backwards Mapping:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parents will have data chats with teachers regarding how their child is doing on their RFEP tracking during their parent/teacher conference. Families will be involved in the Academic Awards and Reclassification Celebrations for their children. ELPAC meeting at the beginning of the year will be held with the principal to discuss the importance of tracking your child and being informed of the test and making sure our EL students are coming to school and involved in daily intervention.

- Offer **multilingual communication and interpretation services** for newsletters, emails, phone calls, and meetings to ensure all families can participate.
- Host **family workshops and informational sessions** focused on literacy, math, and social-emotional support strategies that families can use at home.
- Schedule **flexible meeting times and events**, including evenings and weekends, to accommodate different work schedules.
- Create **welcoming school events** that celebrate culture and language, such as multicultural nights, family reading events, or student showcases.
- Provide **resources and take-home materials** to help families reinforce classroom learning, including guides for supporting homework and reading practice.
- Develop f**eedback opportunities** through surveys, advisory groups, or informal check-ins to hear family perspectives and involve them in decision-making.

Professional Learning

Describe Professional Learning related to this action.

Designated ELD training for teachers through EL services.

- Provide **professional learning on effective instructional strategies** for English Learners (ELs), including scaffolding, visual supports, and language development techniques.
- Train staff in **differentiated instruction and sheltered strategies** to meet diverse language proficiency levels across content areas.
- Focus on **collaboration between general education and EL specialists** to align classroom instruction with language development goals.
- Monitor implementation through **student progress data, classroom observations, and feedback** to refine practices and ensure EL students are supported effectively.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- To familiarize and utilize available resources in Wonders to support all students.
- Reviewing data of students and making grade level plans to support students to meet their goals based on gaps in achievements as measured by ELPAC and other reading assessment.
- Classroom walks and to monitor and coaching of designated ELD time, utilizing ELD framework and IPG for teacher feedback.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- By the end of the 1st semester, grade level plans will be monitored, and teachers will know where ELD students are performing. They will use data obtained from formative assessments and iReady to solidify instructional plan for identified ELD students.
- Outcomes measured by growth from assessment to assessment through monitoring of PLC agendas and formative assessments.
- Outcomes monitored by teachers, grade level PLCs, and administration.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Long-term goals of English Language Development (ELD) instruction aim to ensure that English learners (ELs) achieve full proficiency in English and succeed academically. Here are some key long-term goals:

- Fluency: Achieving fluency in speaking, listening, reading, and writing in English.
- Academic Language: Developing the ability to use academic language proficiently across all subject areas.
- Ensuring ELs perform at the same academic level as their native English-speaking peers.

Outcomes measured by growth from distance from standard on SBAC in both ELA and Math +15 DFS.

Outcomes monitored by Principal and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Magnetic Reading & Ohka Island (split funded with 7090 & 3010, connect with State & Federal on how to split fund RQS)	10,240.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Instructional Materials & Supplies. * No Food or Incentives*	7,374.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Playmakers : Professional Development	10,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning **Budget lines for personnel include salaries and related benefits	22,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts **Budget lines for personnel include salaries and related benefits	5,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Reflex	4,200.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	60,137.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology	10,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Planning Subs **Budget lines for personnel include salaries and related benefits	11,032.00
G1A3	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	1,199.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	6,000.00

$147,182.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

PBIS and Intentional Climate-Building

Action Details

Health & Wellness

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

Leverage California Proposition 28 Arts and Music in Schools Funding Guarantee and Accountability Act funds to expand student enrichment and family engagement by supporting after-school clubs (art, cultural dance, and photography) through the purchase of art supplies, upgrading the cafeteria sound system for school events, and acquiring outdoor entertainment equipment to enhance Community School events and increase meaningful family participation.

Direct Instructional Services

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

Tier I:

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

Tier 2:

- Students referred to the office for Level 2 or chronic Level 1 misbehavior will engage in reflection, goal setting, perspective taking, and conflict resolution that encourages accountability and restoration.
- Program created and taught to students to teach self-management strategies. Students are taught how to manage stress, emotions and situations to make better choices to prevent an unwanted impact.
- Attendance Award, assemblies, and incentive opportunities provided.

- Office Assistant to conduct daily attendance calls.
- HSL/CWAS to conduct and document phone chat with parents of students with severely chronic absenteeism.

Tier 3:

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

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

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

English Learner Students

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

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

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

Ayer will continue to support all our students by:

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

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

- Materials and supplies (art supplies, board games, athletic equipment, uniforms, musical instruments, etc.)

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

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

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

Student Groups

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

Ayer will continue to support all our students by:

- Regular practice of Classroom Circles as they are a core element of a restorative culture and support continued implementation of RP! They significantly improve relationships, increase student engagement and connectedness and when implemented with fidelity. In addition, Classroom Circles allow wonderful ELD opportunities for listening and speaking).
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Using 7090/7091 funds only: What are the planned expenses to support this student group?

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- Provide funds to schedule various assemblies.
- Materials & Supplies for Literacy Night, Family Nights, Family Dances, Movie Nights, Pastries with Parents, various Family Events.
- Fund for food for various school student activities for each grade level through Goal 2 funding
- Fund for Technology
- Fund for Graphics, copier
- Fund for Direct Maintenance
- Food/Snacks for Assessment Windows
- Attendance Incentives

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

To support **all families in becoming active participants in their child's education**, Ayer Elementary will provide multiple inclusive strategies to encourage engagement with the **Parent-Teacher Association (PTA):**

- **Welcoming and Accessible Invitations:** Families will receive invitations to join the PTA in multiple languages, ensuring that communication is accessible to English Learners and families from diverse backgrounds.
- **Flexible Meeting Options:** PTA meetings will be offered at varying times, including mornings, evenings, and virtual options, to accommodate different family schedules and increase participation opportunities.
- **Family-Friendly Orientation:** New and existing PTA members will be invited to attend orientation sessions that explain PTA roles, responsibilities, and ways to support school initiatives, making it easy for all families to engage.
- **Collaboration with School Events:** PTA activities will be integrated with school events, such as family literacy nights, student performances, and workshops, so families can participate in meaningful ways while supporting student learning.
- **Leadership Opportunities for All Families:** Families will be encouraged to take on leadership roles, volunteer positions, or committee memberships, with guidance provided to build confidence and skills for active participation.

- **Ongoing Communication and Recognition:** Families will receive regular updates on PTA initiatives through newsletters, social media, and translated materials, and contributions will be recognized publicly to reinforce the value of family engagement.

Informing families of Prop 28:

- **Family Engagement Events:** Showcase Prop 28-funded programs at family nights, cultural events, or student performances to demonstrate the impact of arts and music opportunities.
- **Parent Advisory Groups:** Provide updates during School Site Council (SSC) or English Learner Advisory Committee (ELAC) meetings about how the funds are supporting student enrichment and engagement.
- **Social Media & Parent Communication Apps:** Share photos and updates of after-school clubs, student artwork, and performances funded by Prop 28 through platforms such as ParentSquare or school social media accounts.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning for Staff: Strengthening Family Engagement and Community Collaboration:

Ayer Elementary will provide professional learning opportunities to help staff **actively involve families and community members in student learning and school activities**. These opportunities will focus on building teacher skills in communication, collaboration, and inclusive outreach.

- **Training on Family Engagement Strategies:** Staff will learn effective strategies for **welcoming families into the school community**, facilitating productive conversations, and supporting family participation in academic and extracurricular activities.
- **Workshops on Community Partnerships:** Teachers and staff will explore ways to **collaborate with local organizations, community programs, and parent groups** to provide enrichment opportunities, academic support, and resources for students and families.
- **Culturally Responsive Communication:** Professional learning will focus on **equitable communication practices**, including multilingual outreach, understanding cultural contexts, and removing barriers to participation for all families.
- **Integrating Families in Learning Goals:** Staff will practice strategies for **involving families in goal setting, progress monitoring, and celebrating student achievements**, ensuring families are partners in their child's education.
- **Collaborative Problem-Solving:** Teachers will learn to **work with families to identify challenges and co-create solutions**, supporting student success through shared responsibility.

Outcomes:

- Increased family participation in school events, conferences, and PTA activities.
- Strengthened collaboration between teachers and families to support academic and social-emotional growth.
- A more inclusive school culture where families feel welcomed, informed, and empowered to participate in their child's education.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Increased student engagement as more clubs and enrichment opportunities become available.
- Improved identification and support for Tier 3 students through the MTSS framework, with assigned case managers ensuring individualized assistance.
- Staff will use data-driven decision-making to provide timely interventions, leading to immediate academic and behavioral improvements.
- Stronger family-school connections through continued family events, reinforcing parent involvement and community engagement.
- Greater access to diverse learning experiences through assemblies, guest speakers, and real-world field trips.
- Initial implementation of meaningful student jobs, providing leadership and responsibility opportunities.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- Noticeable improvements in student achievement and social-emotional well-being due to targeted Tier I, II, and III interventions.
- Increased student participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging.
- Strengthened mentorship and club programs, fostering positive peer relationships and leadership skills.
- Expanded career exploration opportunities through job fairs, career days, and networking with industry professionals.
- Higher family participation in school events, with new activities tailored to community needs based on parent feedback.
- A structured approach to SEL (Social-Emotional Learning) rallies and assemblies, improving school climate and student well-being.
- Greater staff collaboration in supporting academic and social-emotional development, backed by supplemental contracts for enrichment programs.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- Sustained student growth in academics, social-emotional learning, and leadership due to a well-rounded support system.
- A fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services for students in need.
- A diverse range of clubs and enrichment programs embedded into the school culture, ensuring long-term engagement and student success.
- Increased graduation rates and post-secondary readiness, as students gain exposure to career pathways and real-world experiences.
- A highly engaged school community with regular, well-attended family events and active parental involvement in school planning.
- An established student employment program, reinforcing life skills, responsibility, and career readiness.
- A positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance Intervention

Action Details

Life Skills

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

Direct Instructional Services

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

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

English Learner Students

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

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

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

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

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

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

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

Student Groups

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

Socio-economically Disadvantaged (SED):

- Materials and supplies for parent meetings.

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

Socio-economically Disadvantaged (SED):

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

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

Socio-economically Disadvantaged (SED):

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

- **Engaging the School Community:** A comprehensive monitoring system comprising of entire school community, including teachers, administrators, and support staff. This collective effort ensures that everyone is aware of attendance issues and works together to address them.
- **Data-Driven Decision Making:** Monitoring attendance can be used to understand trends and identify specific groups of students who may need additional support. Data informed interventions to address the unique needs of different student populations.

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive Family Engagement Strategies to Improve Student Attendance:

To support regular student attendance and strengthen family partnerships, Ayer Elementary will implement **family-focused, inclusive strategies** that encourage participation and foster accountability:

- **Regular Communication:** Provide families with **weekly attendance updates** via phone calls, emails, or text messages in multiple languages to keep them informed of their child's attendance patterns.
- **Parent Workshops:** Host workshops for families on the **importance of consistent attendance**, how attendance impacts learning, and strategies for supporting regular school participation.
- **Attendance Recognition Programs:** Celebrate students and families with **positive reinforcement**, such as certificates, recognition at school events, or classroom incentives for consistent attendance.
- **Family Goal-Setting Conferences:** Include attendance as a topic in **parent-teacher conferences or student-led conferences**, allowing families to collaborate with teachers to set goals and problem-solve barriers to consistent attendance.
- **Accessible Support Services:** Connect families to **resources that reduce attendance barriers**, such as transportation assistance, community services, or counseling support for social-emotional challenges.
- **Culturally Responsive Outreach:** Ensure outreach is **inclusive of all families**, with translated materials, flexible meeting times, and communication channels that meet diverse family needs.
- **Community Partnerships:** Partner with **local organizations** to reinforce attendance messages, provide mentoring, and offer enrichment opportunities tied to consistent school participation.
- **Data Monitoring and Feedback:** Use attendance data to **identify patterns**, follow up with families early, and track improvements over time, involving families in monitoring progress.

Outcomes:

- Increased student attendance and punctuality across all grade levels.
- Families actively engaged in supporting consistent attendance and understanding its connection to learning.
- Reduced chronic absenteeism through proactive, inclusive strategies.

Professional Learning

Describe Professional Learning related to this action.

Ayer Elementary will provide professional learning to equip staff with strategies to **improve student attendance** and strengthen communication with families, fostering engagement and consistent school participation.

- **Effective Communication Strategies:** Staff will learn ways to **engage families in proactive, positive, and culturally responsive communication** regarding attendance, including regular updates, reminders, and outreach in multiple languages.
- **Identifying and Addressing Barriers:** Professional learning will include strategies to **recognize common attendance barriers** (transportation, health, social-emotional needs) and collaborate with families to develop solutions.
- **Family Partnership Practices:** Teachers and staff will be trained on techniques to **build strong relationships with families**, encouraging them to partner in supporting regular attendance and reinforcing the connection between attendance and academic success.
- **Data-Informed Monitoring:** Staff will learn to **analyze attendance data** to identify patterns, monitor progress, and target interventions for students with chronic absenteeism.
- **Positive Reinforcement and Recognition:** Training will focus on strategies to **celebrate and recognize students and families** for consistent attendance, helping to motivate engagement and reinforce positive behaviors.

Outcomes:

- Increased staff capacity to communicate effectively with families about attendance.
- Improved student attendance rates and reduced chronic absenteeism.
- Stronger family-school partnerships that support student learning and engagement.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

- TST Team systems of support to establish agenda and weekly checks for monitoring student attendance.
- Protocols are establish and baseline Outcomes will be monitored by administration, teachers, TST Team and support staff.

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

Shape these behaviors...

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

- Systematic response will be given to monitor attendance data.
- Team will address issues and inequities in data and make recommendations for interventions that are appropriate and match student needs. These students will be monitored closely through 8-week cycles and exit or continue depending on data. Expected outcome is improved attendance overall by 5% by the end of the first semester.
- Outcomes monitored by administrators, TST Team and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

- Systematic response will trigger immediate support and appropriate interventions to match the needs of students. Students/families will feel that school is a valuable place where they trust and send their students to be safe and learn.
- Continual support of students who are identified as T3 will decrease with shift of mindset and intervention response.
- Outcomes monitored by administrators and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

All Students Will Engage in Arts, Activities, And Athletics

Action Details

Life Skills

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

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

Expanded Learning will enhance student engagement by offering a variety of student-centered, high-quality programs during out-of-school hours, preparing students to be college- and career-ready. In collaboration with community partners, FUSD will integrate third-party vendors specializing in areas such as creative arts to expand enrichment opportunities. Additionally, assemblies will provide interactive learning experiences, exposing students to diverse cultures, animals, and scientific concepts. Throughout the year, Expanded Learning will celebrate student achievements and foster strong relationships among students, staff, and families, ensuring an inclusive and supportive environment.

Direct Instructional Services

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

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

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

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

English Learner Students

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

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

None

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

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

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

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

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

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

Student Groups

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

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

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

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive Opportunities to Increase Family Engagement

To strengthen partnerships between families and Ayer Elementary, the school will provide **multiple, inclusive opportunities for families to actively participate** in their child's education:

- **Flexible Event Scheduling:** Offer meetings, workshops, and school events at different times (mornings, evenings, and weekends) to accommodate diverse family schedules.
- **Multilingual Communication:** Send invitations, updates, and resources in multiple languages to ensure all families, including English Learners, can access information and participate fully.
- **Virtual Participation Options:** Provide online meeting and webinar options for families who cannot attend in person, ensuring accessibility for all.
- **Family-Focused Workshops:** Host workshops on literacy, math strategies, technology tools, and other academic supports so families can actively engage in their child's learning at home.
- **Integration with School Activities:** Invite families to participate in classroom activities, literacy nights, science fairs, and performances, making engagement hands-on and meaningful.
- **Opportunities for Leadership and Volunteering:** Encourage families to join the PTA, school committees, or volunteer programs, offering guidance and support to help families take on leadership roles.
- **Recognition and Feedback:** Acknowledge family contributions publicly and solicit feedback from families to continuously improve engagement strategies, ensuring families feel valued and heard.
- **Student-Led Conferences and Goal setting:** Include families in student-led conferences, data chats, and goal-setting activities so they are partners in tracking progress and celebrating achievements.

These strategies create a **welcoming, equitable, and accessible environment** for all families, ensuring they can participate meaningfully and support their child's academic and social-emotional growth.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning for Staff: Engaging Students in Arts, Activities, and Athletics

Ayer Elementary will provide professional learning opportunities to help teachers and staff **increase student participation and engagement in arts, extracurricular activities, and athletics**, supporting social-emotional growth, creativity, and overall school connectedness.

- **Training on Inclusive Practices:** Staff will learn strategies to **ensure all students, including English Learners and students with disabilities, have equitable access** to arts programs, sports teams, and clubs.
- **Student Motivation and Choice:** Professional learning will focus on techniques to **offer students meaningful choices** in activities, fostering ownership and engagement in creative and athletic experiences.
- **Integration with Curriculum:** Teachers will explore ways to **connect arts, physical education, and extracurricular activities to classroom learning**, reinforcing academic skills while building creativity, teamwork, and problem-solving.
- **Collaboration and Mentorship:** Staff will learn strategies for **coaching, mentoring, and collaborating with colleagues** to create high-quality programs that encourage broad student participation.
- **Culturally Responsive Engagement:** Teachers will practice methods to **incorporate students' cultural backgrounds, interests, and talents** into program offerings, making arts and athletics more relevant and inviting.
- **Monitoring Participation and Impact:** Staff will be trained on **tracking student involvement and measuring engagement outcomes**, using surveys, attendance data, and reflections to guide program improvements.

Outcomes:

- Increased student participation in arts, clubs, and athletic programs.
- Enhanced student engagement, creativity, and social-emotional growth.
- A school culture where all students feel included and empowered to explore their interests.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Decrease Chronic Absenteeism by 5%
- Increase ADA by 5%
- Meet iReady School-wide Goal-50% of students will be on grade-level in Reading and Math by D3
- Increase # of students meeting standards on grade-level CFA's and CSA's (75% of students on grade-level for Formative Assessments)
- Increase student academic achievement data- SBAC, iReady, CFA's and CSA's
- Decrease number of students receiving Tier II and Tier III Academic Supports
- Decrease Chronic Absenteeism for EL students by 5%
- Decrease suspensions for ALL (maintain overall suspensions under 5% for the year)
- Increase number of students attending and receiving school-wide attendance incentives (increase by 5% each quarter).

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- Sustain Chronic Absenteeism to 9% or less.
- Sustain ADA rates to above 93%.
- Improved academic performance- decrease Distance from Standard (DFS) by 15+ pts or more (each year)
- Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10%
- Decrease Suspension Rates by 5% for all Students
- Increase students who RFEP
- Increase Student Climate Culture Survey Data Results by 5%
- Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%)
- Sustain decreasing number of students receiving Tier II and Tier III Academic Supports
- Decrease Chronic Absenteeism for EL students by 10%
- Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- Sustain Chronic Absenteeism to 9% or less
- Sustain ADA rates to above 93%
- Improved academic performance- decrease Distance from Standard (DFS) by 15+ pts or more (each year)
- Increase % of students meeting or exceeding standards on SBAC in ELA and Math by at least 10%
- Decrease Suspension Rates by 5% for all Students
- Increase students who RFEP
- Increase Student Climate Culture Survey Data Results by 5%
- Improve family relationships between school and staff (measured by District Climate Culture Survey- increase by 5%)
- Sustain decreasing number of students receiving Tier II and Tier III Academic Supports
- Decrease Chronic Absenteeism for EL students by 10%
- Continued implementation of tracking data, progress monitoring, and actionable steps to improve attendance

Ayer Elementary 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Ayer Elementary will use California Proposition 28 funds to expand student engagement in the arts by offering after-school and in-school opportunities in visual arts, music, cultural dance, photography, and technology-based projects. Students will participate in clubs, performances, exhibitions, and student-led initiatives to develop leadership, creativity, and collaboration skills. Technology and materials will be provided to support hands-on and digital learning experiences, and resources will be allocated to ensure equitable access for all students, including transportation, supplies, and translation support. Staff will receive training and stipends to lead high-quality arts programming, while community partnerships and school events will be leveraged to showcase student work and strengthen school-community connections.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Arts Engagement (Prop 28)

Tier 1 – Universal Access (All Students)

- All students participate in classroom-based arts instruction, cultural assemblies, and schoolwide enrichment activities.
- Provide curriculum-aligned materials: art supplies, musical instruments, dance props, cameras, tablets, and software.
- Classroom teachers and arts staff lead instruction; Academic Coach supports curriculum alignment.
- Monitor participation and engagement through student surveys, observation, and showcasing student work in assemblies and school events.

Tier 2 – Targeted Enrichment (Students Needing Additional Support or Engagement)

- Students identified by participation data, interest, or low engagement receive small-group or after-school arts enrichment.

- Offer specialized materials for clubs: painting kits, music equipment, digital art software, and technology support.
- Staff include club sponsors, after-school program coordinators, and Academic Coach.
- Track attendance in clubs, skill progression, portfolios, and student/staff feedback.

Tier 3 – Intensive / Leadership Development (Students with High Interest or Emerging Leadership)

- Students receive individualized mentoring and opportunities to lead clubs, performances, and school projects.
- Provide advanced materials for student-led projects, technology for digital portfolios, and exhibition resources.
- Staff include Academic Coach, teachers, club sponsors, and community partners for guidance and coaching.
- Monitor leadership roles, success of student-led events, reflection surveys, and teacher/community observations.

Equity & Access Supports (Across All Tiers)

- Ensure all students, including ELs, SWDs, and historically underrepresented groups, have access to arts programs.
- Provide transportation, translation, and additional materials as needed.
- Monitor participation across subgroups and remove barriers to engagement.

English Learner Students

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

Prop 28 Enhanced Arts Services for EL Students:

Tier 1 – Universal Access for All EL Students

- All EL students (newcomers, LTELs, and reclassified) participate in classroom and schoolwide arts instruction integrated with language development.
- Use bilingual labels, visuals, and instructions to support comprehension.
- Provide materials and technology for hands-on arts activities (art supplies, instruments, cameras, tablets, and software).
- Monitor engagement and learning through student reflections, portfolios, and teacher observations.

Tier 2 – Targeted Enrichment for Newcomers and LTELs

- Small-group or after-school clubs focused on arts activities combined with language support.
- Provide scaffolds such as sentence frames, visual aids, collaborative peer supports, and bilingual resources.
- Staff support includes club sponsors, Academic Coach, and EL specialist teachers.
- Track student participation, language growth, and skill development through portfolios, formative assessments, and teacher feedback.

Tier 3 – Intensive / Leadership Development for Reclassified ELs

- Reclassified EL students engage in student-led projects, peer mentoring in clubs, and leadership in arts events.
- Provide advanced materials, technology for digital portfolios, and guidance for leading performances or exhibitions.
- Staff support includes Academic Coach, teachers, and community partners for mentorship.
- Monitor leadership development, success of student-led events, and student confidence through reflection surveys and teacher observations.

Equity & Access Supports (Across All Tiers)

- Ensure all EL students have access to arts enrichment regardless of language proficiency or socioeconomic barriers.
- Provide translation support, transportation, additional materials, and bilingual staff for all programs.
- Collect and monitor participation data for EL subgroups to ensure equitable access and engagement.

Student Groups

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

African American (AA):

- **Materials & Supplies:** Classroom supports for literacy and math interventions, culturally responsive texts.
- **Technology**: Access to digital programs for skill-building (i-Ready, GoMath online components).
- **Personnel:** small-group interventions, academic support, and tutoring.
- **Professional Learning:** Culturally responsive teaching strategies, data analysis to address disproportionality in academic outcomes.

Students with Disabilities (SWD):

- **Materials & Supplies:** Specialized curriculum materials, assistive technology, manipulatives, and adaptive tools.
- **Technology:** Devices for accessibility (read-aloud, text-to-speech), specialized software for math/ELA interventions.
- **Personnel:** Push-in and pull-out support from RSP teachers, academic coaches, and paraprofessionals.
- **Professional Learning:** Training on differentiated instruction, inclusive practices, and MTSS

English Learner (EL):

- **Materials & Supplies:** ELD curriculum materials (Wonders), bilingual resources, leveled readers, writing journals, manipulatives.
- **Technology:** Student devices, headphones, software licenses (i-Ready, Wonders online).
- **Personnel:** small-group instruction, tutoring, and after-school intervention.
- **Professional Learning:** PL for teachers on integrated and designated ELD strategies, newcomer supports, and LTEL interventions.

Additional Supports Across Groups

- **Substitute Release Time:** For PLC planning, RTI meetings, and SST/IEP collaboration.
- **Incentives & Recognition:** Academic awards to motivate growth and engagement.
- **Parent/Family Engagement:** Translation services, materials, and workshops to support student learning at home.

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

African American (AA):

- **Personnel / Instructional Support:** Club sponsors and arts teachers providing culturally relevant enrichment & Mentoring and leadership opportunities in arts projects
- **Materials & Supplies:** Materials reflecting cultural arts traditions (music, dance, visual arts) & Technology to support digital creation, performances, and presentations.
- **Activities:** Participation in cultural arts programs, assemblies, and school-community showcases & Leadership roles in student-led arts initiatives and peer mentoring.

Students with Disabilities (SWD):

- **Personnel / Instructional Support:** Push-in/pull-out support for accessibility during arts instruction & Staff trained in differentiated and adaptive instruction for arts projects
- **Materials & Supplies:** Accessible arts materials to enable full participation in creative activities & Assistive technology (text-to-speech, adaptive tools)
- **Activities:** Modified arts programming for individual needs & Small-group or one-to-one mentorship to develop skills, confidence, and engagement

English Learner (EL):

- **Personnel / Instructional Support:** Staff stipends for after-school arts clubs with integrated language supports & Targeted small-group or individualized arts instruction to reinforce language and academic development
- **Materials & Supplies:** Bilingual and visual supports for arts activities (art kits, music instruments, dance guides) & Technology for digital arts projects (tablets, cameras, editing software)
- **Activities:** Arts clubs emphasizing creativity, collaboration, and language development.

Additional Supports Across All Groups

- Transportation for after-school arts programs and field trips
- Food/snacks and incentives to support student participation and engagement
- Translation services for parent engagement and communication
- Technology, materials, and supplies to ensure equitable access for all students

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

Planned Actions – Prop 28 Funds:

For African American Students:

- Deliver culturally responsive arts enrichment programs and activities.
- Provide mentorship and leadership opportunities in arts projects and school events.
- Supply arts materials reflecting diverse cultural traditions (music, dance, visual arts).
- Utilize technology to support digital creation, performances, and presentations.
- Engage students in school-community showcases and student-led arts initiatives.

For Students with Disabilities (SWDs):

- Provide push-in/pull-out support for accessibility during arts instruction.
- Implement differentiated and adaptive instruction strategies in arts projects.

- Supply assistive technology (text-to-speech, adaptive tools) and accessible materials.
- Offer modified arts programming tailored to student needs.
- Provide small-group or one-to-one mentorship to develop skills, confidence, and engagement.

For English Learners (ELs):

- Provide after-school and in-school arts clubs with integrated language supports.
- Offer small-group or individualized instruction in arts projects to reinforce language and academic skills.
- Provide bilingual or visual supports for arts activities (art kits, music instruments, dance guides).
- Use technology for digital arts projects (tablets, cameras, editing software).
- Offer student-led exhibitions, performances, and mentoring opportunities.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Host **family arts nights** where students showcase visual arts, dance, music, or theater projects.
- Organize **interactive cultural assemblies** highlighting student performances and arts learning.
- Provide **translation services** and bilingual materials for all family events to ensure accessibility.
- Offer **hands-on workshops** where families can create art or participate in music/dance activities with their children.
- Share **digital portfolios and student projects** with families via email, online platforms, or in-person events.
- Provide **transportation support** for families to attend after-school arts events or field trips.
- Offer **snacks, childcare, and incentives** during family events to remove participation barriers.
- Engage families in **student-led events**, allowing them to see leadership, mentoring, and collaborative work in arts programs.
- Host **informational meetings** to explain how arts participation supports student learning, language development, and social-emotional growth.
- Involve community partners in family events to **expand exposure to local arts resources** and cultural experiences.

Professional Learning

Describe Professional Learning related to this action.

- Provide training on **inclusive and differentiated arts instruction** to ensure Students with Disabilities can fully participate in creative learning experiences.
- Provide professional learning on **using technology for digital arts and media projects**, including photography, video creation, and digital design.
- Support staff attendance at **arts education workshops, conferences, or Culture and Climate seminars** to expand instructional strategies that increase student engagement.
- Provide collaboration time during **Professional Learning Communities (PLCs)** for teachers to share best practices, plan arts-integrated lessons, and review student work.
- Provide training for **after-school club sponsors and enrichment staff** to ensure high-quality arts programming aligned with Prop 28 goals.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

- **Student Participation in Arts Programs**

1. Measure the number of students participating in arts clubs, performances, dance, and technology-based creative activities.
2. Participation data will be collected through **club rosters, attendance records, and event participation logs**.
3. **Monitored by:** Principal, After-School Program Coordinator, and Club Sponsors.

- **Student Engagement and School Connectedness**

1. Measure student engagement through **student surveys, classroom observations, and participation in school events such as talent shows, performances, and showcases**.
2. Review trends in **student attendance and behavior data** to determine whether increased arts engagement is positively impacting school climate.

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

Shape these behaviors...

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

- **Increased Student Participation in Arts and Enrichment Programs**

1. More students consistently participating in arts clubs, dance, music, leadership opportunities, and technology-based creative projects.
2. **Measured by:** Club rosters, after-school program attendance logs, and participation in performances or exhibitions.
3. **Monitored by:** Principal, After-School Program Coordinator, and Club Sponsors.

- **Improved Student Engagement and School Connectedness**

1. Students demonstrate increased engagement in school through participation in arts activities, performances, and collaborative creative projects.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Sustainable Arts Programming and Community Partnerships

1. Ayer Elementary establishes sustainable arts programming that continues to grow through partnerships with families and community organizations.
2. **Measured by:** Number of ongoing arts programs, community partnerships, and family participation in school arts events.
3. **Monitored by:** Principal, After-School Program Coordinator, and Community School Leadership Team.

Sustained Student Engagement and Connection to School

1. Students demonstrate a long-term increase in school engagement, pride, and connection through ongoing participation in arts programs and enrichment opportunities.
2. **Measured by:** Student climate surveys, participation trends in arts programs, and school culture data over multiple years.
3. **Monitored by:** Principal, Climate and Culture Team (CCT), and School Leadership Team.

Improved School Climate and Sense of Belonging

2. Students show increased motivation and connection to school through positive participation in enrichment opportunities.
3. **Measured by:** Student surveys, classroom observations, participation in school events, and school climate data.
4. **Monitored by:** Administration, Climate and Culture Team (CCT), and Teachers.

- **Improved Attendance and Positive Behavior**

1. Increased regular attendance and decreased behavioral referrals as students become more connected to school through arts and enrichment opportunities.
2. **Measured by:** Attendance reports, discipline data, and behavior tracking systems.
3. **Monitored by:** Administration, Attendance Team, and Targeted Support Team (TST).

1. Ayer Elementary develops a strong culture where students feel valued, supported, and connected through creative expression and collaborative arts experiences.
2. **Measured by:** School climate survey results, reduction in behavior incidents, and student voice/feedback.
3. **Monitored by:** Administration, Climate and Culture Team, and Teachers.

Equitable Access and Participation in Arts Education

1. English Learners, African American students, and Students with Disabilities consistently participate in and benefit from arts and enrichment programs at rates comparable to the overall student population.
2. **Measured by:** Participation data disaggregated by student group.
3. **Monitored by:** Principal, Academic Coach, EL Coordinator, and Targeted Support Team (TST).

Increased Student Leadership and Confidence

1. Students demonstrate long-term growth in leadership, collaboration, and confidence through student-led performances, events, and creative projects.
2. **Measured by:** Leadership participation logs, student reflections, and teacher observations over time.
3. **Monitored by:** Teachers, Club Sponsors, and Administration.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Specialist, Tier II Intervention	0.5000	Position is already filled by Noelle Yang (1075435) RU 4/9 Shift W264 From 0649 to 3010 FY27 **Budget lines for personnel include salaries and related benefits	47,024.00
G2A1	Sup & Conc	Instruction	Student Incenti			: Bear Bash Q1-Q4	20,000.00
G2A1	Sup & Conc	Instruction	Student Incenti			: Student Incentives for iReady & Attendance	10,000.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5000		36,808.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5000		36,808.00
G2A3	Sup & Conc	Instruction	Direct Trans			: Travel for Fieldtrips	26,000.00

$176,640.00

Ayer Elementary 2026-2027 - SPSA Draft Edits

Action

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent/Community Engagement in Academics & Activities (Community Schools)

Action Details

Community Engagement

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

Ayer Elementary School continues to see the value and impact of being part of the **California Community Schools Partnership Program**. Over the past two years, the Community Schools approach has strengthened connections between the school, families, and community partners, creating more opportunities for student enrichment, family engagement, and access to important resources. Through expanded after-school programs, family events, and partnerships with community organizations, Ayer has been able to better support the academic, social, and emotional needs of students while fostering a stronger sense of belonging on campus.

As Ayer enters its third year as a Community School, there is great excitement about continuing to build on this progress. Year three will focus **sustainment.** Deepening family partnerships, expanding enrichment opportunities for students, strengthening community collaborations, and ensuring that resources and supports remain accessible to all families. The continued growth of the Community Schools model will help sustain a positive school climate and further strengthen the connection between the Ayer campus and the community we serve.

Direct Instructional Services

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

- **Student Academics**: PL and PLC's provide opportunities to share best practices and learn from each other. They will share Unit Overviews, Lesson Topics, and testing calendar with parents quarterly.
- **Student Centered and Real-World Learning:** Staff planning cultural assemblies and field trips
- **Student Engagement:** Students connecting their learning and applying their learning through real-life experiences promotes engagement.
- **Community Schools:** Creating a holistic, integrated approach to education that goes beyond academics alone, by leveraging community resources and partnerships to support students, families, and the broader neighborhood. Community schools serve as hubs where students' academic, social-emotional, health, and family needs are addressed in a coordinated way.

Funding for Activities:

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

English Learner Students

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

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

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

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

- Materials and Supplies
- Parent Communicator Folder for TK-2
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)

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

- Communicate events utilizing different media: Instagram, Ayer webpage, ParentSquare, Class Dojo.
- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food at Events Assemblies
- Fund for vendors
- Materials and Supplies
- Parent Communicator Folder for TK-2
- Graphics
- Food/Snacks for Assessment Windows

- Attendance Incentives
- Transportation (fieldtrips)
- Fund for campus beatification

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

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

Communication through:

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

Student Groups

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

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

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

- Materials and Supplies
- Parent Communicator Folder for TK-2
- Graphics
- Attendance Incentives
- Transportation (fieldtrips)

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

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

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

- Talent Show
- Athletic events
- Fund for Meeting Translators
- Fund for Food at Events Assemblies
- Materials and Supplies
- Parent Communicator Folder for TK-2
- Graphics
- Food/Snacks for Assessment Windows
- Attendance Incentives
- Transportation (fieldtrips)
- Fund for campus beatification

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

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- ELAC meetings to inform parents of student's progress
- Parent Conferences going over EL Redesignation data
- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, informational power points will include narrations in Spanish and English for parents who are unable to attend the scheduled Title 1 meeting. Informational Title 1 power points will be streamed via our website to allow parents to playback.
- Communicate events in Spanish.

Communication through:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Inclusive Opportunities to Increase Family Engagement:

- **Provide Family Learning Opportunities:** Ayer Elementary will host family engagement events such as Literacy Nights, Math Nights, and STEAM events that provide families with hands-on strategies to support academic learning at home. These events will include activities aligned with grade-level standards and classroom instruction to help families better understand how to support student learning.
- **Support Social-Emotional Development:** The school will offer workshops and informational sessions focused on supporting students' social-emotional well-being, including strategies families can use at home to reinforce positive behavior, self-regulation, and problem-solving skills.
- **Strengthen Parent Education and Understanding of Curriculum:** Ayer Elementary will provide curriculum information sessions and grade-level presentations during events such as Back-to-School Night and Open House. These sessions will help families understand grade-level expectations, assessment practices, and instructional approaches used in the classroom.
- **Promote Inclusive and Accessible Family Engagement:** The school will ensure all families have equitable access to engagement opportunities by offering translation services, providing materials in multiple languages when possible, and scheduling events at varied times to accommodate family work schedules.
- **Establish Meaningful Relationship-Building Opportunities:** Ayer Elementary will host community-building events, cultural celebrations, and family gatherings that encourage positive relationships between families, students, and school staff. These events foster a welcoming school climate and strengthen the sense of belonging within the school community.
- **Encourage Family Voice and Collaboration:** Families will have opportunities to participate in advisory groups and school committees, such as School Site Council (SSC) and English Learner Advisory Committee (ELAC), where they can provide input and collaborate with staff on school initiatives that support student success.
- **Strengthen Two-Way Communication Systems:** Teachers and school staff will maintain consistent communication with families through newsletters, school communication platforms (such as ParentSquare), emails, and phone calls. These communication methods will provide updates on student progress, classroom learning activities, and upcoming school events.
- **Provide Clear Guidance for Supporting Learning at Home:** Teachers will regularly share strategies, resources, and learning tips with families to help them support classroom learning activities at home. This may include examples of instructional strategies, suggested practice activities, and guidance on reinforcing academic and social-emotional skills.
- **Offer Flexible Parent-Teacher Conferences:** Ayer Elementary will provide multiple options for conferences, including in-person, virtual, and phone meetings, to ensure families have opportunities to discuss their child's progress and collaborate with teachers.
- **Gather Family Feedback:** The school will utilize surveys and feedback opportunities throughout the school year to gather input from families regarding school programs, communication practices, and areas where additional support or resources may be beneficial.

Community Schools Supporting Family Engagement:

- **Strengthen family engagement through the California Community Schools Partnership Program** by providing regular family events, workshops, and school activities that create welcoming opportunities for parents and guardians to participate in the school community.
- **Increase communication and collaboration between families and the school** by offering parent meetings, informational sessions, and opportunities for families to provide input on school programs, resources, and student supports.
- **Provide access to community resources and services** by partnering with local organizations to connect families with educational, health, and social support services that help remove barriers to student success.
- **Promote family participation in student learning and enrichment activities** through events such as family art nights, cultural celebrations, performances, and after-school program showcases.
- **Create leadership opportunities for families** by encouraging participation in school decision-making groups such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and Community Schools Advisory Committee.
- **Build a welcoming and inclusive school culture** where families feel valued as partners in education, increasing trust, collaboration, and long-term engagement with the school community.

Through these efforts, Ayer Elementary will continue to build strong partnerships with families, ensuring they are informed, engaged, and empowered to support their children's academic achievement and social-emotional development.

Professional Learning

Describe Professional Learning related to this action.

Description of Professional Learning:

Ayer Elementary will provide professional learning opportunities for staff focused on strengthening effective family and community engagement practices that support student academic success. Professional learning will emphasize building authentic partnerships with families, improving two-way communication, and increasing family participation in school-based academic activities. Training will be aligned with the **Regional Plan, Instructional Practice Guide, and California State Standards**, and implemented through a **Cultural Proficiency lens** to ensure equitable engagement for all families, including those representing historically underserved student groups.

- **Family Engagement Strategies for Academic Success:**
  Staff will participate in professional learning focused on strategies for engaging families in their students' academic learning. Training will include ways to design family learning events (such as Literacy Nights, Math Nights, and STEAM events) that provide families with tools and strategies to support learning at home.
- **Effective Two-Way Communication with Families:**
  Staff will receive training on establishing consistent and effective two-way communication with families using multiple communication platforms (e.g., ParentSquare, newsletters, phone calls, and conferences). Professional learning will focus on clear communication of learning expectations, student progress, and strategies families can use to support classroom learning activities.
- **Culturally Responsive Family Engagement:**
  Through a Cultural Proficiency framework, staff will participate in training that supports culturally responsive engagement practices that honor and respect the diverse backgrounds, languages, and experiences of families. This includes strategies for creating welcoming environments, reducing barriers to participation, and ensuring equitable access to school programs and resources.
- **Supporting Family Understanding of Curriculum and Standards:**
  Professional learning will support staff in effectively communicating grade-level standards, instructional practices, and assessment expectations to families. Teachers will learn strategies for helping families understand how to support reading, writing, mathematics, and social-emotional development at home.
- **Strengthening Community Partnerships:**
  Staff will participate in learning opportunities focused on building partnerships with community organizations to expand resources and supports available to families and students.
- **Data Reflection and Continuous Improvement:**
  Staff will review family engagement data, participation rates, and family feedback to identify barriers and implement strategies that increase participation among underrepresented groups.
- **Professional Learning and Conferences:**
  Staff may attend district, county, or regional professional development sessions related to family engagement and community partnerships. These opportunities will support staff in learning evidence-based practices and sharing strategies with colleagues.
- **Travel to Support Professional Learning:**
  The SPSA budget will include funding for travel and conference registration for staff to attend relevant professional learning opportunities focused on effective family and community engagement practices.

Continued Professional Learning for Staff around Importance Community Schools:

- **Provide ongoing professional learning aligned with the California Community Schools Partnership Program** to build staff capacity in implementing the Community Schools model, including strategies that support whole-child development, family engagement, and community partnerships.
- **Train staff on culturally responsive practices and inclusive family engagement strategies** to strengthen relationships with families and ensure all students and caregivers feel welcomed and supported within the school community.
- **Offer professional development on trauma-informed practices and social-emotional learning** to help staff better support the academic, behavioral, and emotional needs of students.
- **Facilitate collaboration between teachers, support staff, and community partners** through professional learning communities (PLCs) and workshops focused on integrating community resources and services into the school environment.
- **Provide training on effective communication and partnership-building with families and community organizations** to strengthen engagement and support student success.
- **Support staff learning around the Community Schools pillars** (integrated student supports, expanded learning opportunities, family and community engagement, and collaborative leadership practices) to ensure consistent implementation across the campus.

Through these professional learning opportunities, Ayer Elementary staff will strengthen their capacity to build meaningful partnerships with families and the community, creating collaborative relationships that support student learning, engagement, and overall well-being.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Short Term Goals will include:

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Mid Term Goals will include:

- Maintaining community events throughout the year. The events will be categorized and topics will be focused on current needs.
- System of feedback will inform current topics and formats for meetings.
- Sustainment of programs with Community Schools.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Long Term Goals will include:

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies for Parent Involvement. **No food or incentives**	2,228.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Supply money for staff engagement	10,000.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	6,000.00

$18,228.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0020 Ayer Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0020	1110	1000	4200	Bks & Ref					G1A1	: Magnetic Reading & Ohka Island (split funded with 7090 & 3010, connect with State & Federal on how to split fund RQS)	10,240.00
060	3010	0020	1110	1000	4300	Mat & Supp					G1A2	: Instructional Materials & Supplies. * No Food or Incentives*	7,374.00
060	3010	0020	1110	1000	5899	Cons Svc/Oth					G1A2	Playmakers : Professional Development	10,000.00
060	3010	0020	1110	2495	4300	Mat & Supp					G3A1	: Materials & Supplies for Parent Involvement. **No food or incentives**	2,228.00
060	3010	0020	1110	3130	2210	Cls Sup-Reg	Specialist, Tier II Intervention	W264	(New/Open Position)	0.5000	G2A1	Position is already filled by Noelle Yang (1075435) RU 4/9 Shift W264 From 0649 to 3010 FY27 **Budget lines for personnel include salaries and related benefits	47,024.00
030	7090	0020	1110	1000	1120	Teacher-Subs					G1A2	Subs for Planning **Budget lines for personnel include salaries and related benefits	22,000.00
030	7090	0020	1110	1000	1120	Teacher-Subs					G1A4	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	6,000.00
030	7090	0020	1110	1000	1160	Teacher-Supp					G1A2	Supplemental Contracts **Budget lines for personnel include salaries and related benefits	5,000.00
030	7090	0020	1110	1000	4200	Bks & Ref					G1A2	: Reflex	4,200.00
030	7090	0020	1110	1000	4300	Mat & Supp					G1A2	: Materials and Supplies	60,137.00
030	7090	0020	1110	1000	4300	Mat & Supp					G3A1	: Supply money for staff engagement	10,000.00
030	7090	0020	1110	1000	4301	Student Incenti					G2A1	: Bear Bash Q1-Q4	20,000.00
030	7090	0020	1110	1000	4301	Student Incenti					G2A1	: Student Incentives for iReady & Attendance	10,000.00
030	7090	0020	1110	1000	4400	Nc-Equipment					G1A2	: Technology	10,000.00
030	7090	0020	1110	1000	5721	Direct Trans					G2A3	: Travel for Fieldtrips	26,000.00
030	7090	0020	1110	1000	5723	Direct-Maint					G1A3	: Direct Maintenance	1,199.00
030	7090	0020	1110	2495	4300	Mat & Supp					G3A1	: Parent Participation	6,000.00
030	7090	0020	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Yang, Eric	0.5000	G2A1		36,808.00
030	7091	0020	4760	1000	1120	Teacher-Subs					G1A2	Planning Subs **Budget lines for personnel include salaries and related benefits	11,032.00
030	7091	0020	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Yang, Eric	0.5000	G2A1		36,808.00
													$342,050.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$76,866.00
Sup & Conc	7090	$217,344.00
LCFF: EL	7091	$47,840.00
Grand Total		**$342,050.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$147,182.00
G2 - The Whole Child (SEL and Engagement)	$176,640.00
G3 - Operational Excellence	$18,228.00
Grand Total	**$342,050.00**