

Pyle Elementary

10621666006449

Principal's Name: Isaac Villanueva-Langdon

Principal's Signature: 

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Isaac Villanueva-Langdon	X				
2. Chairperson - Marisela Castillo				X	
3. Vice-Chair - Johanna Rodea				X	
4. Secretary - Brianna McCallough				X	
5. DAC Representative - Diann Akin McCallough				X	
6. Parent – Tania Olivas				X	
7. Christina Ajamian		X			
8. Stacy Solis		X			
9. Chad Adams		X			
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>3/22/22</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Isaac Villanueva-Langdon		4/6/22
SSC Chairperson	Marisela Castillo	 <small>Marisela Castillo (Apr 6, 2022 08:59 PDT)</small>	Apr 6, 2022

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

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

FY 2022/23

Pyle - 0370

ON-SITE ALLOCATION

3010	Title I	\$80,145 *
7090	LCFF Supplemental & Concentration	\$267,498
7091	LCFF for English Learners	\$36,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$146,223</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$530,666

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$2,740
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$77,405</u>
	Total Title I Allocation	\$80,145

Pyle Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELA D2 proficiency - percentage of students on/above	✓		18.43 %	2021-2022	28.43 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		9.39 %	2021-2022	19.39 %

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

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

i-Ready ELA D2 proficiency

Key factors that contributed to the performance outcomes for i-Ready ELA include:

- Grade level PLCs planning on assessment, instruction, and intervention
- Utilization of board adopted GVC Wonders for Tier 1 and Tier 2 instruction with provided resources
- Admin support of ILT, CCT, PLCs, and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching
- Additional, daily 30 minutes of instruction to support students in all classes for Semester 1 and in 7 classrooms in Semester 2
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Parent Coffee Chats, and Pyle Family Connect
- Tier 1 and/or Tier 2 instructional support for grades K-2 and 5 through California Teaching Fellows
- Utilization of board adopted GVC for Special Day Classes (i.e. Unique, STAR, Wonder Work) and district specialized curriculum (e.g. SRA)
- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST meetings, and TST requests
- Along with general baseline classroom supports students with disabilities receive additional tier 2

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

i-Ready ELA D2 proficiency

Factors that may have contributed to the disproportionality for low performing student groups include:

- Inconsistent attendance due to pandemic health protocols requiring quarantining
- Staff absences and vacancies due to pandemic health protocols requiring quarantining
- Less flexible RTI small groups for differentiated instruction due to pandemic health protocols
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Reduced PL and PLC time due to pandemic concerns as per FTA and FUSD side agreements
- Students checked out District issued devices but inconsistently brought to school; school site provided technology for day use with limited quantities
- Students demonstrated less mastery in foundational reading skills which required more intervention time

i-Ready Math D2 proficiency

Factors that may have contributed to the disproportionality for low performing student groups include:

- Inconsistent attendance due to pandemic health protocols requiring quarantining

time with small group instruction

- Tier 3 support provided by RSP teachers with push in and pull out support for identified students in all grades

i-Ready Math D2 proficiency

Key factors that contributed to the performance outcomes for i-Ready ELA include:

- Grade level PLCs planning on assessment, instruction, and intervention
- Utilization of board adopted GVC Go! Math for Tier 1 and Tier 2 instruction with provided resources and manipulatives
- Admin support of ILT, CCT, PLCs, and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching
- Additional, daily 30 minutes of instruction in Semester 2 to support students in ____ classrooms
- Use of district approved supplemental online resources (i.e. Reflex Math)
- Parent updates on achievement results and supporting parents with at home strategies in SSC, ELAC, Parent Coffee Chats, and Pyle Family Connect
- Tier 1 and Tier 2 instructional support for grades _____ through California Teaching Fellows
- Utilization of board adopted GVC for Special Day Classes (i.e. Unique, STAR, Wonder Work) and district specialized curriculum (e.g. Number Worlds, Touch Math)
- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through IEP meetings, SST meetings, and TST requests
- Along with general baseline classroom supports students with disabilities receive additional tier 2 time with small group instruction
- Tier 3 support provided by RSP teachers with push in and pull out support for identified students in all grades

- Staff absences due to pandemic health protocols requiring quarantining
- Less flexible RTI small groups for differentiated instruction due to pandemic health protocols
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Inconsistent use of math manipulatives and tools
- Reduced PL and PLC time due to pandemic concerns as per FTA and FUSD side agreements
- Students checked out District issued devices but inconsistently brought to school; school site provided technology for day use with limited quantities
- Students demonstrated less mastery in foundational math skills which required more intervention time

Attendance

Pandemic health protocols required students to quarantine.

- Students with Disabilities: 43% severely chronic (52 students), 22.3% chronic (27 students)
- African American Students: 37.2% severely chronic (32 students), 27.9% chronic (24 students) (Overall 89 students, 11.9% of enrollment)
- English Learners: 25.8% severely chronic (23 students), 23.6% chronic (21 students)

i-Ready Reading 19-20 D2 to 21-22 D2 on or above grade level

19-20 diagnostic for grades 1-6 only. 21-22 diagnostics for grades K-6.

- Overall: 22.32%
- Students with Disabilities: 3.16% (3 students/ 95 students total); 4.72% (5 students/ 106 students total)
- African American Students: 18.75% (15 students/ 80 students total); 11.84% (9 students/ 76 students total)
- English Learners: 3.96% (4 students/ 101 students total); 3.85% (3 students/ 78 students total)

i-Ready Math 19-20 D2 to 21-22 D2 on or above grade level

19-20 diagnostic for grades 1-6 only. 21-22 diagnostics for grades K-6.

- Overall: 15.2%
- Students with Disabilities: 0% (95 students total); 4% (4 students/ 100 students total)
- African American Students: 5.33% (4 students/ 80 students total); 2.78% (2 students/ 72 students total)
- English Learners: 6.80% (7 students/ 101 students total); 3.80% (3 students/ 79 students total)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Reduced PL and PLC time due to pandemic concerns as per FTA and FUSD side agreements did not allow for articulated professional learning in understanding and utilizing ELD standards and best practices for English learner/emergent bilingual students or improving Tier 1 practices in math and literacy
- Inconsistent staffing for Teaching Fellows
- Incentives not utilized effectively due to lack of consistent criteria for success
- California Teaching Fellows utilized for ELPAC assessment
- Substitute release time for teachers to plan instruction, attend SSTs and IEPs, and observe peers was not utilized due to a lack of available substitute teachers

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

As a result of the analysis the following changes will be made:

- Articulated professional learning developed collaboratively with the Instructional Leadership Team (ILT), Climate and Culture Team (CCT), and teacher facilitators focused on Tier 1 and Tier 2 best practices for literacy (with a focus on a balanced literacy program and English Language Development) and math
- Development of grade level agreements on scheduling and implementation of Common Formative Assessments with a data protocol to analyze overall progress and focus student groups (i.e. Students with Disabilities, African American Students, and English Language Learners)
- Purchase of poster maker to support anchor chart development for instruction.
- Purchase of student and staff devices to support instruction.

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

1 SSC:

SSC completed a needs assessment on 2.10.22 and made the following recommendations: reading (additional support in reading, reading intervention teacher/certificated tutor) and for math (tutoring) as well as academic awards.

2 ELAC:

ELAC completed a needs assessment on 3.2.22.

3 Staff:

Staff consulted for input on 2.28.22. Recommendations included increased supports for K-2 teachers, focus on reading for K-2 and math for grades 4-6, as well as more specificity on commitments on instructional resources and times of use.

Action 1

Title: Development of a Balanced Literacy Program

Action Details:

Pyle Elementary grades K-3 will develop a comprehensive balanced literacy program based on the GVC with a focus on foundational reading skills as defined in This Is Balanced Literacy (Fisher, Frey, & Akhavan, 2020). Grades 4-6 will focus on fidelity of implementation of the adopted Wonders curriculum with a focus on comprehension of rigorous texts and standards based writing skills. TK will focus on implementation of the district adopted curriculum. All instruction will include challenging content and employ questions and tasks, both oral and written, that integrate reading, writing, speaking, and listening 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 1, Tier 2, and Tier 3 intervention and enrichment to ensure that all students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by the classroom teachers. CA Teaching Fellows will push in to support small group Tier 1 instruction in the classrooms for grades 1-2. Professional learning developed in collaboration between the Instructional Leadership Team (ILT) and administrators will focus on improving Tier 1 instructional practices and developing teacher understanding and utilization of the ELD Standards.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Grades TK-6 Common Formative Assessments (CFAs)

Owner(s):

- Teachers
- PLC
- Admin

Timeline:

- As defined by the PLC

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

Grades 3-6 IABs / FIABs

Owner(s):

- Teachers
- PLC
- Admin

Timeline:

- Quarterly

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

Grades 1-2 Wonders Phonological and Phonemic Awareness Assessments

Owner(s):

- Teachers
- PLC
- Admin

Timeline:

- Quarterly for students below level as per i-Ready

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

- District and State assessments

Owner(s):

- Teachers
- Professional Learning Communities (PLCs)
- Instructional Leadership Team (ILT)
- Administration
- Instructional Coach
- Teacher on Special Assignment (TSA)

Timeline:

- As per District schedule

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

Tier 1

- Teachers will provide multiple research-based strategies integrated within reading instruction aligned to the CA Common Core standard and IPG using the 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 Communities (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 but not limited to notebooks, graphics, Wonders manipulatives, printing (RICOH Copy Lease for classrooms printing), whiteboards, texts, and consumables (poster paper, markers, crayons, paper, etc.)
- Technology will be purchased, repaired (direct maintenance), replaced to support the academic program.
- Academic award and incentive program will be used to recognize students for their growth and achievement.
- Teaching Fellows will support teachers in grades 1-2 (2 Fellows per grade level) and as assigned (1 additional Fellow as requested) with small group Tier 1 instruction
- 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.
- Substitute release time for certificated staff will be used for SMART Goal conferences 3 times per year, monthly IEP meeting days, plan instruction, attend PL, assessment, observe peers, attend ILT, and SSTs.
- 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.
- Purchase of poster maker to support anchor chart development for instruction.
- Purchase of materials and supplies to support instruction.
- Ricoh equipment lease to support instruction through printing and copies.

Tier 2

- All teachers will include a daily 45 minute block of time in their daily instructional schedule 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 utilizing Wonders online components, i-Ready lessons, and other district provided online programs
- Teachers and administrators will use the Professional Learning Communities (PLC) model to analyze student work, plan instruction, and design Tier 2 differentiated learning opportunities.
- 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.
- Supplemental Contracts for SST Coordinator.

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, teaching fellows, Teacher on Special Assignment (TSA), and Instructional Coach.

Specify enhanced services for EL students:

- 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 toward reclassification.
- EL afterschool intervention will be provided based upon student needs.
- 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.

Specify enhanced services for low-performing student groups:

- Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- Small group instruction for identified students will be provided to develop foundational reading skills
- Teacher assigned i-Ready online instruction to focus on student need
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
- Student with Disability will receive small group or individualized instruction as per IEPs from IEP identified service providers
- Afterschool intervention and tutorial will be provided based upon student needs.

Action 2

Title: Development of Mathematics Instruction

Action Details:

Pyle Elementary will implement math instruction to reflect Focus, 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) Go! Math to plan and refine Tier 1 and Tier 2 instruction. Grades 4-6 will participate in Math Lesson Design (MLD) learning with Swun Math and district math coaches. All teachers' lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigation, and tasks. A systematic multi-tiered system of support will be implemented to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by classroom teachers. CA Teaching Fellows will support small group Tier 1 instruction in assigned classrooms.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- District and State Assessments

Owner(s):

- Teachers
- Professional Learning Communities (PLCs)
- Instructional Leadership Team (ILT)
- Administration
- Instructional Coach
- Teacher on Special Assignment (TSA)

Timeline:

- As per District schedule

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

Grades TK-6 Common Formative Assessments (CFAs)

Owner(s):

- Teachers
- PLC

Timeline:

- As defined by the PLC

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

Grades 3-6 IABs / FIABs

Owner(s):

- Teachers
- PLC

Timeline:

- Quarterly

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

Tier 1

- All Teachers will implement the district adopted GVC Go! Math and provide multiple research-based strategies integrated within math instruction aligned to the CA Common Core standard and IPG.
- Grades 4-6 will utilize MLD to develop math lessons based on the GVC Go! Math
- Teachers and administrators will use the Professional Learning Communities (PLC) model to analyze student work, plan instruction, and design Tier 1 learning opportunities.
- CA Teaching Fellows will support small group Tier 1 instruction in grades 1-2 (2 Fellows per grade level) and as assigned (1 additional Fellow)
- 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.
- Professional development will be provided to include but not limited to Math Lesson Design (MLD), improvement of mathematical practices, and instruction.
- Substitute release time for MLD professional development, coaching, and implementation.
- 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 2 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 Go! Math 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.
- Teachers will ensure the ELD standards are
- 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.

- Sub release for SST and 504 monthly meetings.
- Purchase of SPED supplemental curriculum.
- 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, teaching fellows, Teacher on Special Assignment (TSA), and Instructional Coach.

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

- Data chats will be implemented 3 times per academic year through PLC to monitor the progress of low-achieving student groups.
- Small group instruction for identified students will be provided to develop student basic operations skill and other pre-requisite skills as identified per assessments
- Teacher assigned i-Ready online instruction to focus on student need
- Professional learning will address identifying the problem of practice, responses, and data chat
- PLCs will include grade alike SPED teachers and other support staff to identify best practices and plan to improve student outcomes.
- Student with Disability will receive small group or individualized instruction as per IEPs from IEP identified service providers
- Afterschool intervention and tutorial will be provided based upon student needs.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies **NO FOOD, NO INCENTIVES**	3,254.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation	74,151.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Days (SMART Goals; 4 subs X 2 days x 2)	3,857.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Days (IEP 3 subs x 8 days)	5,786.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp. Contract for SST Coordinator (1 Teacher x 3Hrs/Month)	1,684.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	32,937.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Poster Maker	10,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			RICOH Equipment Lease	11,315.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	3,093.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	8,091.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Student technology	23,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Student Technology	52,607.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub Days (SST /504 2 subs x 8 days)	3,858.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub Days for MLD (3 Teachers x 9 Days)	5,208.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	50,223.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student Technology	1,185.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	2,300.00
G1A2	One-time School	Instruction	Bks & Ref			: SPED Supplemental Curriculum	6,000.00
G1A2	One-time School	Instructional Supervision & Admin	Travel			: Travel and Conferences	5,000.00

\$307,549.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		83.17 %	2021-2022	93.17 %

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

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

- Study Trips limited due to pandemic health protocols; virtual options provided
- Events and clubs planned canceled due to pandemic health protocols
- Weekly classroom music and performance groups (i.e. Choir, Strings, and Band) reinstated and students recruited
- Elementary athletics limited to on site practice and scrimmages; no interscholastic sports

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

- Classroom music limited to grades 3-4
- Music performance groups limited to grades 5-6
- Events and clubs planned canceled due to pandemic health protocols
- Elementary athletics available only to grades 4-6
- Low attendance rates affected student participation in co-curricular and extra curricular groups, activities, and events

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Study Trips limited due to pandemic health protocols; virtual options provided
- Events and clubs planned canceled due to pandemic health protocols
- Elementary athletics limited to on site practice and scrimmages; no interscholastic sports

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

- Establishment of Student Council
- Provide for afterschool clubs and activities led by teachers, staff, and community partners focused on art, dance, theater, ethnic/racial affinity groups, SEL development, and STEM
- Recruitment of students in grades 4-6 for grade aligned athletic teams
- Encourage 100% of students to participate in district provided study trips

- Recruitment of students in grades 5-6 for music groups and establish 2 concerts per year to showcase student music groups

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

1 SSC:

SSC completed a needs assessment on 2.10.22 and made the following recommendation career fair for students in grades 5-6.

2 ELAC:

ELAC completed a needs assessment on 3.2.22.

3 Staff:

Staff consulted for input on 2.28.22 and recommended that students be provided study trips and additional learning opportunities like Bricks4Kidz and visits to colleges/universities.

Action 1

Title: Inclusive and Diverse Clubs, Activities, and Events

Action Details:

Pyle Elementary will increase engagement and participation of all students in student-centered clubs, activities, and community opportunities by expanding student-centered and real-world learning experiences . We will provide an inclusive school climate focused on building relationships through learning. The Instructional Leadership Team (ILT), Climate and Culture Team (CCT), and administrative team will identify strategies to increase all students participation in enriching activities, analyze engagements rates with attention given to reducing disproportional participation, ensuring equity and access to all, and building partnerships with district and community groups and organizations.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ATLAS Engagement tool

Owner(s):

- Club advisors
- Professional Learning Communities (PLCs)
- Climate and Culture Team (CCT)
- Instructional Leadership Team (ILT)
- Administration
- Teacher on Special Assignment (TSA)

Timeline:

- Quarterly update of engagement tool

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

Student Climate and Culture Survey

Owner(s):

- Teachers
- Professional Learning Communities (PLCs)
- Climate and Culture Team (CCT)
- Instructional Leadership Team (ILT)
- Administration
- Teacher on Special Assignment (TSA)

Timeline:

- Student Climate and Culture Survey (Fall and Spring)

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

- All students encouraged to participate in activities that are student-centered and include real-world learning experiences that include but are not limited to clubs, groups, musical/dance/ drama programs, sports, activities, STEM, cultural and linguistic events, etc.
- Grade levels will hold parent meetings (hybrid in person and virtual) to inform parents of Study Trips.
- Grades 4-6 will participate in a Career Day that includes presenters from community partners
- Materials and supplies will be provided for promotion of and sustaining of clubs, sports teams, and activities such as but not limited to apparel, art supplies, technology, sports equipment, transportation, paper, and specialty items.
- Transportation will be provided for student study trips and other activities and events
- Students and families will be supplied with the needed supplies and materials to participate in clubs, activities, and events with such items that include but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.
- All students will be invited to participate in School-Wide events calendared by the CCT. The calendar will include but not be limited to Read Across America, Autism Awareness, Sports, and Club signup dates, Community events such as March of Dimes Marathon, Pennies for Patients, Red nose Day, Red Ribbon Week, Pi Day, STEAMWeek, Constitution day, and Cultural Events.
- All students will be included in classroom activities that expand student-centered and real-world learning experiences as developed by PLCs and individual teachers.
- Recognition programs will be planned by CCT, ILT, and grade level PLCs to celebrate student participation and outstanding performance. Such programs include but are not limited to sports recognition awards and music recognition awards
- CCT, ILT, Home School Liaison (HSL), office staff, teachers, TSA, and/or support staff will communicate current events on campus, help recruit advisors, and report the progress and participation of students in clubs, activities, and events with families.
- All Students will participate in student-centered and real-world activities such as field trips, study trips, community resources, performances, activities, and learning projects. Participation will be recorded within Atlas Engagement participation logs, attendance forms, observation notes, and reflection.
- All students will be invited to participate in School-Wide events calendared by the CCT.

Specify enhanced services for EL students:

- Primary language translation of informational materials and materials for clubs, activities, and events
- EL student participation in clubs, activities, and events will be monitored by the ILT, CCT, and administrative team
- Individual student-parent-school staff chats to inform of and encourage participation in clubs, activities, and events
- Identifying and supporting clubs, activities, and events that celebrate EL students primary language
- HSL will support with translation and communication with EL student families

Specify enhanced services for low-performing student groups:

- Engagement data from PowerBI and Atlas will be reviewed quarterly by the CCT and ILT to plan and support students with disproportional participations rates
- Priority enrollment will be given to low performing students in Goal 2 clubs, activities, and events

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		58.65 %	2021-2022	48.65 %
Suspension Rate - Semester 1	✓		3.55 %	2021-2022	2.55 %

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

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

Attendance

- Communication and clarification of COMD quarantine protocols via School messenger, paper flyers, teacher communication, SSC, and ELAC
- CWAS Tier 2 focus on attendance calls for chronic absent student

Suspension

- Behavior expectations presented in Fall and first week of Spring semester
- Guidelines for success posted in common areas
- Utilization of Resource Counseling Assistant (RCA), Child Welfare and Attendance Specialist (CWAS) Tier 2, School Social Worker (SSW), and Hand in Hand Mentors to support Tier 2 social emotional needs
- Inconsistent implementation of class meetings and Second Step curriculum

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

Attendance

Pandemic health protocols required students to quarantine and be absent from school.

- Hispanic Students: 32.05% severely chronic (150 students), 28.42% (133 students)
- Homeless Students: 58.33% severely chronic (7 students), 16.67% chronic (2 students)
- White Students: 27.3% severely chronic (15 students), 36.4% chronic (20 students)
- African American Students: 37.2% severely chronic (32 students), 27.9% chronic (24 students)
- Students with Disabilities: 43% severely chronic (52 students), 22.3% chronic (27 students)

Suspension

- Males: 70.83% (21 students, 33 incidents)
- Hispanic: 45.83% (13 students, 22 incidents); (Overall 481 students, 64.3% enrollment)
- African American: 43.75% (12 students, 21 incidents); (Overall 89 students, 11.9% enrollment)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Inconsistent implementation of Morning Meetings due to lack of PL and PLC time to plan and implement
- Push-in inclusion time for students in Special Day Classes (SDC) reduced to pandemic health protocols
- No attendance recognition and incentives due to pandemic health protocols
- No positive behavior award criteria for success established and recognition ceremony no implemented due to pandemic health protocols

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

- Reinstate attendance recognition award
- Reinstate positive behavior award criteria for success and hold quarterly ceremony
- School wide fidelity of implementation of Morning Meeting with Second Step Online Curriculum as foundation
- Reinstate push-in inclusion time for students in Special Day Classes
- Purchase of school spirit T-shirts for every student to increase school connectedness and diminish inequity to access a school spirit T-shirt

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

1 SSC:

SSC completed a needs assessment on 2.10.2022 and provided the following recommendations social activities (dances, parent and grandparent days, jog-a-thon, fall or spring festival), music performances, re-instate student council, student art or writing competitions, and giving students a voice on campus, and recognizing students efforts.

2 ELAC:

ELAC completed a needs assessment on 3.2.22.

3 Staff:

Staff consulted for input on 2.28.22 and recommended that the school site re-instate family social nights and activities to reinvigorate the sense of belonging for students and parents in the school community.

Action 1

Title: Increase Student Attendance

[Action Details:](#)

Pyle Elementary will increase overall average daily attendance to 95% by developing student-teacher relationships, communicating with parents and students in the importance of attending school every day on time, celebrating engagement in school and community, and developing a multi-tiered system of support for students that are in need of improvement in their attendance. Pyle's Mission, Vision, and Guidelines for Success are aligned to the Fresno Unified School District's goals and will be communicated to students and families to increase attendance and engagement. Pyle Elementary will collaboratively develop with the ILT, CCT, and TST teams a multi-tiered system of support to decrease absenteeism, increase good attendance rates, and create clarity of expectations

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

Explain the Progress Monitoring and data used for this Action

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

Power BI attendance

[Owner\(s\):](#)

- Climate and Culture Team (CCT)
- Admin
- Child Welfare and Attendance Specialist Tier 2 (CWAS Tier 2)

[Timeline:](#)

- Quarterly review of attendance rates by CCT and ILT

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

Climate and Culture Survey data

[Owner\(s\):](#)

- Climate and Culture Team (CCT)
- Admin

[Timeline:](#)

- Quarterly review of attendance rates by CCT and ILT

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

ATLAS attendance

[Owner\(s\):](#)

- Teachers
- Climate and Culture Team (CCT)
- Office Assistant (OA)
- Home School Liaison (HSL)
- Child Welfare and Attendance Specialist Tier 2 (CWAS Tier 2)

[Timeline:](#)

- Teacher initiated parent phone calls for absent students as needed
- Daily attendance calls by OA
- Weekly Case management of chronic absentee students and as needed parent phone calls or meetings by CWAS Tier 2
- Weekly parent phone calls of severely chronically absent students with ATLAS documentation by HSL
- Parent meetings of severely chronically absent students with ATLAS documentation by administrator as needed

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

Tier 1

- Morning Meetings will be implemented by all classroom teachers daily to promote relationships and connectivity to school to increase attendance.
- Establish and sustain student centered organizations and groups that meet during the instructional day such as but not limited to Student Council, music ensemble groups, boys and girls empowerment, Black Student Union, etc.
- Push-in inclusive practice from SDC classrooms into General education classrooms will be maintained.
- Guidelines for Success (PROUD) will be implemented school-wide by all staff with an aligned school-wide incentive system.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- Criteria for success communicated with all students and families for attendance award and incentives.
- Attendance focus week in Semester 1 and Semester 2 with promoting regular attendance
- On-going analysis of identified student groups such as those identified on the California Dashboard (Hispanic, Homeless, and White/ All student) will be monitored to ensure equity and access.
- Substitute release time and/or supplemental contracts for CCT to meet and plan to increase attendance.
- CCT will analyze site data and classroom practices to improve attendance rates.
- Purchase of school spirit T-shirts for every student to increase school connectedness and diminish inequity to access a school spirit T-shirt

Tier 2

- Attendance Award, assemblies, and incentive opportunities provided.
- OA to conduct daily attendance calls.
- HSL to conduct and document phone chat with parents of students with severely chronic absenteeism.
- CWAS Tier 2 and administrative team will support students with attendance concerns.
- The TST (Targeted Support Team) will identify students that are not making adequate progress and make recommendations for support.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.

Tier 3

- 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.

Specify enhanced services for EL students:

- Translation into primary language of attendance expectations, policies, and supports
- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers, student needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups:

- Home visits by HSL and/or administrator for students in severely chronic absenteeism group
- Parent-student-admin attendance meeting
- Connection to community resources to remove or diminish barriers that hinder good attendance
- Supplies for parent meetings

Action 2

Title: Reducing Suspension Rate

Action Details:

Pyle Elementary will decrease the overall suspension rate as well as decrease the number of suspensions for African American students to 25% by implementing a restorative approach to student discipline, celebrating positive behavior and engagement in school and community, continuing to improve practices that build relationships between staff, families, and students, and developing a multi-tiered system of support for addressing behavioral and social emotional needs. Pyle's Mission, Vision, and Guidelines for Success are aligned to the Fresno Unified School District's goals and will be communicated to students and families to encourage positive behavior, foster respect and responsibility in staff and students, and reduce conflicts between students and between students and staff. The Climate & Culture Team will establish and monitor systems and processes to address student behavioral needs to create a safe and effective learning environment.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ATLAS behavioral

Power BI data

Owner(s):

- Teachers
- Climate and Culture Team (CCT)
- Admin

Timeline:

- Quarterly review and identification of next steps to decrease suspensions

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

Office Disciplinary Referrals and Behavior Notifications

Owner(s):

- Teachers
- CCT
- Admin

Timeline:

- Quarterly review and identification of next steps to decrease referrals

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

Climate and Culture Survey Data

Owner(s):

- CCT
- Admin

Timeline:

- Yearly review for student perceptions of safety and implementation of discipline practices.

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

Tier 1

- Daily Morning Meetings will be implemented by all classroom teachers daily to respond to student needs, build social emotional learning skills, promote relationship building, increase engagement, and increase a sense of belonging.
- Implement a 4-to-1 positive connection to redirection/correction ratio between staff and students.
- Establish and sustain student centered organizations and groups that meet during the instructional day such as but not limited to Student Council, music ensemble groups, boys and girls empowerment, Black Student Union, etc.
- CHAMPS/ MAC expectations practices that will be part of all teachers' lesson plans, classroom routines, and classroom procedures to ensure clarity of expectations and safety.
- Guidelines for Success (PROUD) will be implemented school-wide by all staff with an aligned school-wide incentive system.
- SEL (Social Emotional Learning) skills will be taught through Second Step Curriculum by all classroom teachers to promote self-awareness, self-management, and social awareness, leading to a decrease in suspension.
- OBPP (Olweus Bullying Prevention Program) will be implemented by all classroom teachers with weekly class meetings to prevent bullying and build relationships between students,
- Behavior Assemblies to be held twice per year at onset of Semester 1 and Semester 2 to inform students of discipline procedures, positive behavior incentives, and expectations.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- Positive Behavior and Effort Awards and quarterly incentives will be used to recognize students for their growth and achievement.
- On-going analysis of identified subgroups such as but not limited to EL African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth, will be monitored to ensure equity and access.
- Substitute release time for staff on CCT will be used to plan instruction, attend PL, and observe site protocols and processes.
- Professional development collaboratively developed by CCT and admin will be provided to build staff Social Emotional Learning (SEL) strategies and classroom management strategies.
- Administrators and teachers will analyze site and district data results to adjust instruction to meet student needs and design differentiated learning opportunities.
- Purchase of movie license to support positive behavior and celebrations.
- Supplemental Contracts to support CCT monthly planning for staff not covered under baseline.

Tier 2

- Parent-teacher-student conferences and parent-teacher phone chats to communicate positive behavior and concerning behavior.
- Hand in Hand Mentors, Resource Counseling Assistant (RCA), and Child Welfare and Attendance Specialist Tier 2 (CWAS Tier 2) will support students in and out of the classroom social-emotional needs, behavioral needs, and establish and maintain structured play/activities during recesses and lunches.
- School Social Worker (SSW) and Child Welfare and Attendance Specialist Tier 2 (CWAS Tier 2) will support with social-emotional support in small group pull out services.
- The Targeted Support Team (TST) will identify students that are not making adequate progress in Tier I and make recommendations to support identified students.

- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- CWAS will work with families and students that are identified in TST that need additional support in SEL, engagement, and school connectivity.

Tier 3

- The Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II and make recommendations to support individual students which may include but not limited to counseling services in or out of school, development of a formal Behavior Support Plan (BSP), and in class teacher-student centered strategies.
- Individualized supports will be provided by SSW, All4Youth Counseling, outside counseling referrals, and CWAS Tier 2 (as appropriate).
- School Psychologist will assist with crisis intervention and supports.
- Parent-student-admin conferences to address concerning behavior and identify needed supports.
- Re-entry conference for suspended students with parent, admin, and other support staff to reteach expectations and identify needed supports

Specify enhanced services for EL students:

- Translation into primary language of behavioral expectations, policies, and supports
- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers, student needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups:

- Prioritization of enrollment in school based activities, clubs, and events.
- Home visits by administrator for students as needed
- Parent-student-admin conference
- Connection to community resources to remove or diminish barriers to positive behavior or for social emotional needs
- Supplies for parent meetings
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Pyle Shirts	9,000.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Sub Days (CCT Planning - 2 days x 8 members)	3,857.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Supp. contracts (CCT 4 Teachers; 10 meetings; 20 hours total/year)	3,956.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Movie License	500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.5000	0.50 FTE Birney Elementary G3A2 0.50 FTE Pyle Elementary G3A2	59,857.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA	12,477.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand Mentors	69,000.00

\$158,647.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		90.82 %	2021-2022	95.82 %

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

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

- Grounding in Learning by Doing Professional Learning Communities (PLC) framework in Professional Learning (PL) opportunities
- Direct support to PLCs from admin
- Sunshine Club establish and supported
- Climate and Culture Team (CCT) providing opportunities to build staff relationships through positive feedback via Staff Shout Outs using Padlet
- PL incorporate Connection before Content section to develop staff relationships and Cultural Proficiency

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

Teaching (Classroom) Staff Racial/Ethnic Identity

- 39 teachers
- African American: 2.5% (student enrollment 11.9%)
- Asian and Pacific Islander: 15.4% (student enrollment 10.7%)
- Hispanic: 17.9% (student enrollment 64.3%)
- White: 64.1% (student enrollment 8.6%)

Staff Racial /Ethnic Identity (Not including classroom teachers)

- 58 staff
- African American: 12.1% (student enrollment 11.9%)
- Asian and Pacific Islander: 10.3% (student enrollment 10.7%)
- Hispanic: 48.3% (student enrollment 64.3%)
- White: 29.3% (student enrollment 8.6%)

Teaching Staff Years of Experience

- Less than 5 years: 17 teachers
- 6-10 years: 10 teachers
- 11 or more years: 10 teachers

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Culturally Proficient Practices modeled and taught in Professional Learning (PL) opportunities inconsistently as PL and Professional Learning Community (PLC) time was reduced per collective bargaining agreement side letter

- Quarterly surveys not implemented
- Talking Points utilized for school to home communication
- PL exit surveys implemented to identify preferred activities, preferred learning, and suggested future topics
- Climate and Culture Team (CCT) utilized padlet to develop staff shoutouts for positive feedback
- Connection before Content activity embedded in site based PL

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

- Development

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

1 SSC:

SSC completed a needs assessment on 2.10.2022 and provided the following recommendations ensuring ethnic, racial, and linguistic diversity in hiring.

2 ELAC:

ELAC completed a needs assessment on 3.2.22.

3 Staff:

Staff consulted for input on 2.28.22 and recommended ensuring more positive staff building activities and opportunities and increasing staff get togethers.

Action 1

Title: Re-establishing and Sustaining the PLC Framework

Action Details:

Pyle Elementary will focus on re-establishing and sustaining the Professional Learning Communities (PLC) framework as defined in Learning by Doing (DuFour, DuFour, Eaker, Many, & Mattos, 2016). PLCs will meet weekly to focus on the Four Guiding Questions of a PLC. PLCs will establish meeting norms, identify member roles, and document their commitments in PLC meeting notes. The Instructional Leadership Team (ILT) in collaboration with admin will ensure that Professional Learning (PL) opportunities include information and strategies for improving the PLC through text analysis and/or modeling.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Professional Learning Community (PLC) Meeting Notes

Owner(s):

- PLCs
- Admin
- Instructional Coach

Timeline:

- Per every schedule PLC meeting

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

Climate and Culture surveys

Owner(s):

- All teachers
- Admin

Timeline:

- As per the district schedule

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

Self-assessment on the PLC Communicating Effectively Rubric

Owner(s):

- Teachers
- PLC
- Admin

Timeline:

- Three times per year prior to PLC data chats with admin

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

- The Instructional Leadership Team (ILT) and administration will use Learning by Doing (DuFour, DuFour, Eaker, Many, & Mattos, 2016) to develop site based Professional Learning (PL) opportunities that ground Professional Learning Communities (PLCs) in the Four Guiding Questions and best practices
- ILT will establish a common PLC meeting notes document that addresses the Four Guiding Questions and disaggregates student data for focus student groups
- PLCs will identify meeting norms
- PLCs will complete PLC meeting notes for every PLC meeting utilizing the ILT established common PLC meeting notes document
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- Funding will be allocated to support travel and conference fees in service of developing PLC best practices
- Materials and supplies will be provided such as but not limited to purchasing of Learning by Doing Third Edition (DuFour, DuFour, Eaker, Many, & Mattos, 2016), technology for presentation and resources, paper, copies, folders, pens, etc.
- Sub release for ILT planning days.
- Supplemental contracts for coaching and professional learning of new teachers and identified teachers.

Specify Professional Development or Staff Services to support EL students:

- Site based Professional Learning (PL) will include Cultural Proficient practices
- Site based Professional Learning (PL) will include strategies to meet meet the needs of English Learners, how to disaggregate EL student data for assessments, and how to identify EL students needing further support based on assessment criteria for success

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

- Site based Professional Learning (PL) will include Cultural Proficient practices
- Site based Professional Learning (PL) will include strategies to meet the needs of low-performing students, how to disaggregate student data for assessments, how to identify low-performing groups based on assessment criteria for success

Action 2

Title: Positive Staff Relationships

Action Details:

Pyle Elementary is committed to building positive relationships between all staff. The Climate Culture Team (CCT) in collaboration with the Instructional Leadership Team (ILT) and administration will ensure that staff have opportunities to engage with staff across grades and job types during duty hours and during optional, non-duty hours events in service of building mutual understanding, providing positive feedback, and developing a sense of belonging. The CCT, ILT, and administration will ensure that all site-based Professional Learning (PL) opportunities provide for a Connection before Content rooted in activities and strategies in support of cultural proficiency. All PL will include a closing survey to elicit from participant perceptions on the effectiveness of the PL, lingering questions or wonderings, and suggested focus for next PL opportunities.

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

Explain the Progress Monitoring and data used for this Action

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

Climate and Culture surveys

Owner(s):

- All staff
- Climate and Culture Team (CCT)
- Admin

Timeline:

- As per District schedule

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

Site based Professional Learning (PL) surveys and input

Owner(s):

- Teachers
- Staff
- Instructional Leadership Team (ILT)
- CCT
- Admin

Timeline:

- After each PL meeting

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

- The Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and administration will use the Dimensions of Equity and Inclusion Cultural Proficiency Development/Training to support Professional Learning (PL) opportunities to reflect the District's Mission Vision Values Goals and strategies for improving job satisfaction
- Communication among all staff will be improved through the weekly Pyle 4-1-1 developed in collaboration with the CCT and ILT; administration will ensure publication
- All staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- CCT will develop staff wide practices that promote positive feedback
- CCT will establish a calendar of events that promote building positive staff relationships during the duty day and outside of the duty day (for optional events)
- Site based PL will include a Connection before Content focus to build staff cultural proficiency and positive relationships between staff members
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Food items for staff professional learning.
- Supplemental contracts for Classified staff for special projects.

Specify Professional Development or Staff Services to support EL students:

- Site based Professional Learning (PL) will include Cultural Proficient practices
- Site based Professional Learning (PL) will include strategies to meet meet the needs of English Learners

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

- Site based Professional Learning (PL) will include Cultural Proficient practices
- Site based Professional Learning (PL) will include strategies to meet the needs of low-performing students

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Sub Days (ILT SPSA planning; 10 subs x 2 days)	4,666.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supp. Contracts for coaching and professional learning of new teachers and identified teachers.	2,191.00
G4A2	Sup & Conc	Instruction	Direct-Food			: Food items	2,000.00

\$8,857.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		79.92 %	2021-2022	89.92 %

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

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

- Pyle Family Connect sent out weekly my admin
- Parent Coffee/Tea Chat virtual meetings for parents held once per month
- School Site Council (SSC) meetings held monthly
- English Language Advisory Committee (ELAC) meetings held 1 per quarter
- Use of TalkingPoints and School Messenger to communicate with parents

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

- Family participation limited to online experiences due to pandemic health protocols
- Technology access (internet, device)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Week at a Glance not implemented consistently; classroom communication established
- Family events not calendared; limited to online activities and to SSC and ELAC

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

- ILT and CCT will collaborate with admin to intentionally plan and calendar events that promote development of a sense of belonging (e.g. school carnival, pastries with parent, etc.) as well as informing parents of their child's education (e.g. Parent Coffee/Tea Chat, parent conferences, open house, family education nights, etc.)

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

1 SSC:

SSC completed a needs assessment on 2.10.2022 and provided the following recommendations book fair, family education nights, social nights, back to school night, and parent-teacher conferences.

2 ELAC:

ELAC completed a needs assessment on 3.2.22.

3 Staff:

Staff consulted for input on 2.28.22 and recommended that more school activities and events that brought students and families to the site should be included or increased. Activities recommended included school carnival, family education nights, and other student centered activities (e.g. jog-at-thon, dances, etc.).

Action 1

Title: Increasing Family Engagement

[Action Details:](#)

Pyle Elementary will continue to increase inclusive opportunities for families to engage in their students' education. Communication with families around weekly school-wide events and activities will occur through weekly Pyle Family Connect newsletter, monthly Parent Coffee/Chat Hour, School Site Council (SSC), English Learner Advisory Committee (ELAC), school website pyle.fresnounified.org, and District provided communication platforms. Teachers will send home weekly classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas. The Climate Culture Team (CCT), Instructional Leadership Team (ILT), and administration will collaboratively plan and calendar family events that will help inform parents of their child's learning, develop a sense of belonging to the school, and/or develop family relationships with staff.

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

Explain the Progress Monitoring and data used for this Action

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

Atlas Engagement, participation logs, and/or attendance forms

[Owner\(s\):](#)

- Parents/Families
- Teachers
- Climate and Culture Team (CCT)
- Instructional Leadership Team (ILT)
- Admin

[Timeline:](#)

- Quarterly Review

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

Parent/Family Climate and Culture Survey

[Owner\(s\):](#)

- Parents/Families
- CCT
- ILT
- Admin

[Timeline:](#)

- As per District schedule

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

School Master Calendar of Events

Owner(s):

- CCT
- ILT
- Admin

Timeline:

- Established yearly, reviewed in May of academic year

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

- Teachers will send home weekly classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas.
- Grade levels will provide 1 family education night in the Fall and 1 family education night in the spring
- Administrative team will send home a weekly Pyle Family Connect that includes important school events, information, and the principal's message
- A Parent Teacher Association (PTA) will be established to provide parents a forum to support and collaborate with the school site; a supplemental contract will be provided to the certificated teacher that joins the PTA as the staff representative
- Parents will be encouraged to volunteer using the FUSD volunteer process for in class activities, on campus activities, and off campus activities (e.g. Study Trips, athletic events, etc.)
- Pyle staff and families will be encouraged to communicate with staff to ensure ongoing communication through various outlets including but not limited to phone call, email, School Messenger, PeachJar, etc.
- Pyle families will be encouraged to participate in calendared events that include but are not limited to monthly Parent Coffee Hour, Back To School Night, Parent-Teacher Conferences, Open House, Quarterly Academic Award ceremonies, music group performances, athletic events, School Site Council Meetings (SSC), English Learner Advisory Committee (ELAC) meetings, Pastries with Parents, School Carnival, Book Fair, etc.
- Supplemental classified contracts childcare, translation, and meeting/activity supports to ensure equity and access for parents will be provided
- Supplemental classified contracts to support special projects such as, but not limited to Open House, Back to School Night, Parent-Teacher Conference Week, etc.
- Home School Liaison (HSL) and additional translation services will be provided for meetings and activities.
- When needed HSL will make home visits to support parent outreach; mileage reimbursement will be used for the HSL home visits
- Participation will be recorded within Atlas Engagement tool, participation logs, and attendance forms
- Materials and supplies will be provided such as but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, food, drink, etc.
- Purchase of golf cart to support transition for families with mobility needs for school events and custodial use for campus beautification for family and student events.
- Purchase of new digital marquee to support accurate and up to date communication with families and community.

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

- EL families will be invited to all school based activities and events through primary language announcements
- HSL will support translation as applicable while also assisting in overall communication with all families. When needed HSL will make home visits to ensure equity and access to all families, mileage reimbursement/allowance will be used for the HSL home visits, and parent outreach

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

- Low-performing students' families will be contacted and communicated with directly by the classroom teacher and/or an administrator to invite and encourage participation in activities and events
- District transportation may be provided to encourage participation of families who live west of Highway 41 and east of Blackstone Ave in the Pyle attendance zone

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement Materials and Supplies **NO FOOD OR INCENTIVES**	2,740.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			: Golf Cart	12,000.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Support of parent and student involvement to improve attendance, school connectedness; items such as babysitting, translation, meeting/activity supports.	6,541.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	3,000.00
G5A1	Sup & Conc	Parent Participation	Cons Svc/Oth			: Marquee	15,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			Local Mileage for Home Visits	100.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation for Parent Involvement	2,616.00
G5A1	One-time School	Other Pupil Services	Oth Cls-Supp			Supp. Contracts for classified staff/Special Projects	13,616.00

\$55,613.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0370 Pyle Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies **NO FOOD, NO INCENTIVES**	3,254.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation	74,151.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Days (SMART Goals; 4 subs X 2 days x 2)	3,857.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Days (IEP 3 subs x 8 days)	5,786.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp. Contract for SST Coordinator (1 Teacher x 3Hrs/Month)	1,684.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	32,937.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Poster Maker	10,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			RICOH Equipment Lease	11,315.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	3,093.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	8,091.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Student technology	23,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Student Technology	52,607.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub Days (SST /504 2 subs x 8 days)	3,858.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub Days for MLD (3 Teachers x 9 Days)	5,208.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	50,223.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student Technology	1,185.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics	2,300.00
G1A2	One-time School	Instruction	Bks & Ref			: SPED Supplemental Curriculum	6,000.00
G1A2	One-time School	Instructional Supervision & Admin	Travel			: Travel and Conferences	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Pyle Shirts	9,000.00
G3A2	Sup & Conc	Instruction	Teacher-Subs			Sub Days (CCT Planning - 2 days x 8 members)	3,857.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Supp. contracts (CCT 4 Teachers; 10 meetings; 20 hours total/year)	3,956.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Movie License	500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.5000	0.50 FTE Birney Elementary G3A2 0.50 FTE Pyle Elementary G3A2	59,857.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA	12,477.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand Mentors	69,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Sub Days (ILT SPSA planning; 10 subs x 2 days)	4,666.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supp. Contracts for coaching and professional learning of new teachers and identified teachers.	2,191.00
G4A2	Sup & Conc	Instruction	Direct-Food			: Food items	2,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement Materials and Supplies **NO	2,740.00

G5A1		Parent Participation	Mat & Supp	FOOD OR INCENTIVES**	7,740.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Non-Equipment	: Golf Cart	12,000.00
G5A1	Sup & Conc	Parent Participation	Class Supp	Support of parent and student involvement to improve attendance, school connectedness; items such as babysitting, translation, meeting/activity supports.	6,541.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Involvement	3,000.00
G5A1	Sup & Conc	Parent Participation	Cons Svc/Oth	: Marquee	15,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage	Local Mileage for Home Visits	100.00
G5A1	LCFF: EL	Parent Participation	Class Supp	Translation for Parent Involvement	2,616.00
G5A1	One-time School	Other Pupil Services	Other Class-Supp	Supp. Contracts for classified staff/Special Projects	13,616.00
					\$530,666.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$80,145.00
Sup & Conc	7090	\$267,498.00
LCFF: EL	7091	\$36,800.00
One-time School	7099	\$146,223.00
Grand Total		\$530,666.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$307,549.00
G3 - Increase student engagement in their school and community	\$158,647.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$8,857.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$55,613.00
Grand Total	\$530,666.00