Pyle Elementary

10621666006449

Principal's Name: Isacc Villanueva

Principal's Signature: Isacc Villanueva

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

Title I SWP/TSI

Targeted Support and Improvement

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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 – Isacc Villanueva	X				
2. Chairperson - Steven Vasquez				X	
3. Nick Vang				X	
4. Jaime Picquette				X	
5. Frances Cano				X	
6. Comia Perry				X	
7. Nydia Loera		X			
8. Kacey Kelly		X			
9. Benjamin Watkins		X			
10. Chelsea Parker			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee 3/26/2026 .
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Pyle 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	**Isacc Villanueva-Langdon**		4/17/26
SSC Chairperson	**Steven Vasquez**		4/17/26

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

Pyle - 0370

ON-SITE ALLOCATION

3010	Title I	$84,318	*
7090	LCFF Supplemental & Concentration	$237,312	
7091	LCFF for English Learners	$45,540	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$367,170**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$2,444
Program Budget	$81,874
Total Title I Allocation	$84,318

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Pyle 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 %	2024-2025	**9.1 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		39.5 %	2024-2025	**40.6 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		31.7 %	2025-2026	**32.8 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		38.9 %	2025-2026	**40 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		19.7 %	2025-2026	**20.8 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.1 %	2025-2026	**58.2 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	35 %	21.2 %	2025-2026	**22.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		36.3 %	2025-2026	**37.4 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		37.9 %	2025-2026	**39 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		34.3 %	2025-2026	**35.4 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		51.7 %	2025-2026	**52.8 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	25 %	12.2 %	2025-2026	**13.3 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-72 pts	-73.8 pts	2024-2025	**-58.8 pts**
Goal 1	SBAC ELA - Average distance from standard (African American)	-111 pts	-130.6 pts	2024-2025	**-115.6 pts**
Goal 1	SBAC ELA - Average distance from standard (English Learner)		-101.6 pts	2024-2025	**-86.6 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-136.7 pts	2024-2025	**-121.7 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.1 %	2024-2025	**33.1 %**

Goal 1	SBAC Math - Average distance from standard (ALL)	-83 pts	-82.1 pts	2024-2025	**-67.1 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-160 pts	2024-2025	**-145 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.2 %	2024-2025	**31.2 %** ↑
Goal 2	Chronic Absenteeism - (African American)		57.3 %	2024-2025	**56.7 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		54.7 %	2024-2025	**54.1 %** ↓
Goal 2	Chronic Absenteeism - (White)	30 %	47.6 %	2024-2025	**47 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	33 %	34.5 %	2025-2026	**33.9 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95 %	98 %	2025-2026	**99.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90 %	85 %	2025-2026	**86.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		82 %	2025-2026	**84 %** ↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		6.6 %	2024-2025	**6.27 %** ↓
Goal 2	Suspension Rate - (Two or More Races)		7.7 %	2024-2025	**7.37 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	5 %	4.1 %	2025-2026	**3.77 %** ↓

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.

1. ELA Achievement is substantially below standard across grades and student groups.
2. Mathematics performance is well below standard, with limited mastery of foundational concepts.
3. Chronic Absenteeism is too high, undermining achievement and climate.

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

ELA Achievement is substantially below standard across grades and student groups.

- High chronic absenteeism depresses reading achievement
- Inconsistent access to intensive, evidence-based early literacy interventions (tiered decoding/fluency/comprehension) limits catch-up growth for below-benchmark readers in K–3
- Formative assessment and feedback practices are uneven, reducing the precision of small-group instruction and progress monitoring
- Reading motivation and access to engaging, culturally relevant texts are limited for many students; motivation relates moderately to reading achievement and can be improved with targeted practices.

- ELs' academic language needs are not consistently integrated into core ELA, slowing progress toward proficiency and reclassification

Mathematics performance is well below standard, with limited mastery of foundational concepts.

- Absenteeism reduces math learning time & continuity of instruction, compounding skill gaps across units.
- Foundational number sense and word-problem reasoning gaps persist; meta-analyses show targeted math interventions—especially on fractions and word problems—produce significant gains when delivered with sufficient dosage and small groups.
- Limited, systematic use of formative assessment in math (eliciting thinking, actionable feedback, regrouping) reduces the precision of Tier 1 & Tier 2 supports
- Insufficient in-class, high-dosage structured small-group time for students far below benchmark
- Home–school math connection is underutilized

Chronic Absenteeism is too high, undermining achievement and climate.

- Academic disengagement and low perceived relevance can lead to avoidable absences; chronic absenteeism is associated with lower achievement and socio-emotional outcomes—even from kindergarten
- Lack of a consistently implemented, data-driven multi-tiered attendance system (with rapid response to early warning signs).
- Behavior and climate factors (e.g., inconsistent expectations, low sense of belonging) contribute to missed time; school-wide PBIS can reduce suspensions and improves organizational health, which in turn supports attendance.
- Barriers for specific groups (e.g., Students with Disabilities, ELs, Foster) are often unaddressed; SWDs, for example, exhibit higher chronic absenteeism
- Family communication systems that are generic or infrequent don't shift habits

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.

ELA Achievement is substantially below standard across grades and student groups.

- Multi-tiered attendance response (Tier 1 visuals & routines, Tier 2 personalized outreach, case-managed Tier 3) tightly linked to literacy minutes
- K–3 structured literacy block with universal screening & 6–8-week cycles (decoding/fluency/comprehension), including high-dosage, small group tutoring during the day
- Grade-level PLCs implementing formative assessment (clear success criteria, exit-tickets, quick reteach), with coaching on using data to regroup students every 2–3 weeks
- Motivation-informed reading practices (choice, interest hooks, classroom libraries reflecting student identities) to increase time-on-text and comprehension
- Integrated & designated ELD in ELA (explicit academic vocabulary, sentence frames, discourse routines), aligned to reclassification windows in upper elementary grades

Mathematics performance is well below standard, with limited mastery of foundational concepts.

- Tiered attendance actions tied to math blocks (family contact + "return-to-learn" routines) to protect instructional minutes
- Daily number sense routines + explicit fraction/operations pathways in grades 3–6; small-group word-problem intervention 3–5x/week (20–30 min)
- Math formative assessment playbook (learning intentions, success criteria, hinge questions, exit tickets) used every lesson; regrouping bi-weekly based on common checks
- Push-in high-dosage tutoring during the core for students ≥1.5–2.0 years below
- Family math kits / caregiver workshops in K–2 to strengthen early numeracy at home (with brief follow-up support)

Chronic Absenteeism is too high, undermining achievement and climate.

- Implement a Tiered Attendance Playbook (Tier 1 universal messaging, recognition; Tier 2 mentor/check-in-check-out; Tier 3 coordinated case management) with weekly data huddles

- Strengthen PBIS/MTSS fidelity (teach/reteach expectations, quick acknowledgments, consistent responses)
- Targeted supports for SWD/EL/Foster (transport/health referrals, flexible make-up routines, language-accessible outreach, IEP-aligned “return to learn” plans)
- Family attendance communication with early, personalized outreach and clear “why it matters” framing, tracked in ATLAS

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.

Increased Proficiency in Literacy

Partially Implemented

The actions were Partially Implemented due to a lack of coherence and depth of knowledge on Teacher Clarity for Tier 1 instruction, slow initiation of pull out RTI (Literacy Footprints) due to lack of clarity on processes, inconsistent intervention structures and focuses across grade levels.

Increased Proficiency in Mathematics

Partially Implemented

The actions were Partially Implemented due to a lack of coherence and depth of knowledge on Teacher Clarity for Tier 1 instruction, change in Math Lesson Design structure moved to Academic Coach solely, inconsistent intervention structures and focuses across grade levels.

Aligning Student Centered Real-World Learning Experiences

Partially Implemented

The actions were Partially Implemented to meet the desired student outcomes. Data tracking and analysis not completed consistently by ILT and CCT.

Increase Student Attendance

Partially Implemented

The actions were Partially Implemented due to a lack of coherence with Tiered attendance intervention actions, inconsistent coherence and adherence to attendance reinforcement actions across classrooms and grades.

Reducing Suspension Rate

Partially Implemented

The actions were Partially Implemented due to an unforeseen greater need in TK through Grade 1 students, inconsistent coherence and adherence to behavior reinforcement and consequence actions across grades.

Sustaining the PLC+ Framework: Teacher Clarity

Partially Implemented

The actions were Partially Implemented due to lack of depth of knowledge, coherence, and adherence to Teacher Clarity elements.

Positive Staff Relationships

Fully Implemented

The actions were Fully Implemented for desired outcomes.

Increasing Family Engagement

Fully Implemented

The actions were Fully Implemented for desired outcomes.

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.

Increased Proficiency in Literacy

Ineffective

Explanation

- ELA SBAC growth occurred: 28.1% of students met/exceeded standards in ELA in 2025, an increase of +8.26 percentage points from 2024
- i-Ready percent increase on or above from 24-25 Diagnostic 2 to 25-26 Diagnostic 2 in grades 1, 2, 5
- Targeted literacy efforts and interventions are producing incremental gains, especially where instruction is more personalized and responsive with the use of Literacy Footprints in a pull out model with Teaching Fellows Tutors for students identified
- Emphasis on data-informed instruction and feedback cycles embedded in school vision and modeled in professional learning and teaming structures (ILT, CCT)

Structures and Resources

- District literacy framework (“Every Child is a Reader”) provides a focus on: Structured literacy (foundational skills focus), progress monitoring systems (i-Ready, benchmarks), Tiered interventions
- Assessment systems already in place: CAASPP (summative), i-Ready (diagnostic + growth monitoring tied to district goals), phonics survey (growth monitoring tied to district goals)
- Human capital supports: Academic coach providing grade level specific professional learning, regional Lit 6 (Akhavan) initiative, California Teaching Fellows tutors trained and monitored by Academic Coach

Results

- Despite growth, overall literacy outcomes remain low: Only ~28% proficient in ELA (SBAC 2025), 21% on or above ELA (i-Ready D2 2025)
- Inconsistent instructional fidelity across classrooms
- Insufficient acceleration vs. remediation balance (students need grade-level text exposure + scaffolds) in many classrooms
- English Learner needs not fully met; Integrated and Designated ELD inconsistent in frequency and quality

Growth Areas

- Tier 1 core instruction inconsistency: Gains suggest pockets of effectiveness, but not schoolwide coherence
- Intervention precision: Interventions exist, but may lack tight skill alignment (phonics, fluency, comprehension) and frequent, regular progress monitoring cycles

- Language development integration: Literacy instruction may not be fully integrated with ELD strategies, critical given student demographics
- Time: loss of Designated School status caused Pyle to lose an additional 30 minutes of instruction

Learning

What worked and needs to be replicated: Data-driven instruction cycles contributed to correlated with measurable gains; targeted small-group intervention maybe a driver of improvement; increased staffing / adult-to-student support enabled differentiation; some student engagement strategies tied to higher-performing schools in district

Key lessons: Growth happens when instruction is personalized and monitored frequently; students receive immediate, targeted support

However, to accelerate systems must shift from isolated success to guaranteed, schoolwide practice. Progress is real but early. Pyle is improving in ELA, but still far from proficiency benchmarks. The system is uneven; core structures exist but lack consistent, high-quality implementation. Next level of growth requires a strong Tier 1 literacy instruction in every classroom, tighter alignment between assessment, instruction, and intervention as well as explicit integration of language development with reading.

Increased Proficiency in Mathematics

Ineffective

Explanation

- Movement out of “Minimal” band (-8.17%) indicates successful Tier 1 core instruction improvements and/or intervention alignment.
- Pyle had one of the largest math gains in Fresno Unified (+7.5%) for 2025 SBAC
- i-Ready growth from 2024-2025 D2 to 2025-2026 D2 in grades 1 and 5
- Contributing practices include in some grade levels data-informed instruction cycles, increased focus on standards-aligned math tasks, stronger feedback loops and progress monitoring

Structures and Resources

- District assessment systems (CAASPP, i-Ready) already provide benchmarking and diagnostics; Grades 3-6 committed to implementing FIABs per the District Curriculum Guidance Documents as assessments of learning.
- Curriculum includes ELL supports and suggestions for intervention grouping structures
- School-wide emphasis on data-driven decision-making and feedback.
- Family engagement structures (reported strong communication on Climate and Culture survey can support math practice beyond school

Results

- Despite growth, still low proficiency indicates insufficient intensity and/or coherence.
- Core instruction not yet grade-level rigorous for all students.
- Intervention may be focused on remediation versus accelerating unfinished learning.

Growth Areas

- Tier 1 instruction gap where core instruction is not yet universally effective.
- English Learners and high-need students not accelerating fast enough
- Coherence misalignment between curriculum, intervention, and assessment
- Intervention may not be daily, targeted, or skill-specific enough

Learning

What to replicate: Data-driven cycles that led to +7.5 growth; shifting students out of 1 grade below band in i-Ready; site-wide focus on continuous improvement and accountability

What to refine: Move from remediation to grade-level acceleration; strengthen Tier 1 math instruction (first best instruction) focused on the rigor of the standard and Math Rigor (conceptual, application, procedural); increase coherence between curriculum, assessments, and intervention systems.

Key lesson: Pyle demonstrated strong upward momentum in math for 2025 SBAC, but the system is still not yet producing grade-level proficiency at scale as measured by 2025-2026 i-Ready Diagnostics. The next phase is tightening instructional coherence and accelerating learning, not just improving intervention.

Aligning Student Centered Real-World Learning Experiences

Effective

Explanation

- Relevance increased engagement which led to improved learning behaviors; school emphasis on “challenging and relevant experiences” supports critical thinking and collaboration, aligning to real-world application of content.
- When instruction connects to students’ lived experiences engagement and task persistence increase.
- Real-world tasks naturally promote talk, reasoning, and peer interaction—key drivers of comprehension gains in literacy and problem-solving.

Structures and Resources

- Community Schools framework (FUSD) + Title I resources, High funding concentration (schoolwide Title I) enables: Extended learning opportunities; Family engagement structures
- Instructional frameworks and resources already in place through Student Engagement office

Results

- **Average participation of 90-100%**

Growth Areas

- Making explicit connections to real world learning experiences and activities with alignment to curriculum scope and sequences
- Articulate experiences across years to avoid duplication

Learning

What to replicate: Continue real world experience for each grade level.

Key Lessons: Engagement alone is not enough; must pair with attendance systems. Real-world learning must be systemic (Tier 1 + intervention + assessment); Consistency across classrooms is critical.

Increase Student Attendance

Partially Effective

Explanation

- Academic gains at Pyle (+7–8% ELA/Math) suggest increased engagement likely tied to attendance improvements in 2024-2025
- District-wide focus on attendance systems (tracking, messaging, targets) improved awareness and early intervention which were in alignment with some Pyle practices
- Consistent communication with families (including targeted outreach for high-need populations through Every Day Labs) supported re-engagement
- Improved school climate and engagement practices (aligned to Pyle’s emphasis on belonging and positive culture) likely increased daily attendance

Structures and Resources

- Attendance data systems & dashboards (district-level monitoring tools)
- Family outreach systems (automated messaging, attendance letters, conferencing structures)
- Site-based culture systems (PBIS, student recognition, engagement practices)
- HSL, Tier II Intervention Specialist, Office Assistant, and Administrator home visits and phones calls
- Leadership routines (monthly attendance training for administrators)

Results

- Effectiveness was demonstrated in a slight decline in chronic absenteeism indicates Pyle system is moving in the right direction. However, the practices are somewhat effective because chronic absenteeism is still nearly double pre-pandemic levels; rates remain above county and above state averages.
- Systems are reactive (monitoring/tracking) more than preventative
- Inconsistent implementation across classrooms/sites
- External barriers (health, transportation, housing, family structures or needs) not fully mitigated

Growth Areas

- Lack of Tier 1 prevention clarity (universal attendance expectations and incentives not strong enough)
- Inconsistent Tier 2/3 interventions (case management for chronically absent students varies)
- Limited real-time response (data exists, but action may lag)
- Family partnership gaps (compliance vs. authentic engagement)
- Student motivation systems under-leveraged (attendance not consistently tied to belonging, incentives, or identity)

Learning

What to replicate: Data-driven cycles (monitor, respond, adjust); Family communication systems (especially proactive messaging); Positive school culture practices that increase student connectedness

Key Lessons: Attendance improves when it is treated as a system priority, not an individual issue. Frequent communication and data transparency (for example the weekly school newsletter to families) drives incremental gains; academic improvement and attendance may have a correlation;

Reducing Suspension Rate

Ineffective

Explanation

- Kinder (8 students), First Grade (7 students), and Grade 6 (8 students) hold majority of students suspended with a total of approximately 5% of students population suspended at least once as of February 2026; this is an increase from 2024-2025 end of year rate by 0.9%
- Targeted subgroup supports worked. Large drops for suspensions in Kindergarten from September to February.
- Positive behavior expectations are defined and reinforced.
- Improved academic engagement likely contributed to fewer behavior incidents in some grades.

Structures and Resources

- Positive Behavior Interventions and Supports and behavior expectations framework already in place
- On-site intervention supports for behavior (not just punitive responses) such as mentoring, Tier II Interventionist Specialist, School Social Workers, Clinical Therapist through All 4 Youth

- Data systems (PowerBI) enabling subgroup tracking and early identification.

Results

- Overall suspension rate remains extremely high for some students groups indicating Tier 1 systems are not strong enough
- Discipline system still leans reactive with a reliance on suspension for repeated behaviors suggests limited success of early intervention tiers and supports.
- Attendance challenges undermine behavior gains since high chronic absenteeism reduces continuity of interventions and relationship-building especially for Homeless and Foster youth

Growth Areas

- Tier 1 prevention: Need consistent and stronger universal SEL, classroom management, and engagement strategies.
- Tier 2/3 intervention: Limited structured, evidence-based interventions (e.g., check-in/check-out, counseling cycles) outside of specific service providers.
- Root cause analysis not fully embedded; b ehavior likely tied to trauma, attendance, and academic struggle—not systematically addressed.
- Staff calibration inconsistency between classroom staff and between administrators for r eferral thresholds and responses
- Family partnership gap where d iscipline systems emphasize consequences more than proactive family engagement.

Learning

What to replicate: Targeted subgroup focus works and must replicate strategy across all high-risk groups. Academic and behavior integration is key; continue linking instructional improvement with behavior outcomes.

Key Lessons: Data-driven action leads to measurable gains with a need to establish frequent monitoring and rapid response cycles. Clear expectations and accountability matter; increase consistency of behavior systems schoolwide. A culture foundation exists and needs to build on emphasis of belonging, respect, and community to reduce exclusionary discipline.

Sustaining the PLC+ Framework: Teacher Clarity

Partially Effective

Explanation

- Improved instructional consistency: Clear learning intentions/success criteria strengthened daily lesson coherence, supporting incremental gains in targeted classrooms.
- Stronger Tier 1 delivery: PLC collaboration around standards and formative checks improved baseline instruction, particularly in structured routines (e.g., math practices, guided practice).
- Emerging data use: Teams using common assessments showed localized growth trends, indicating PLC cycles are working where implemented with fidelity.

Structures and Resources

- Established PLC structures: Grade-level collaboration time and data cycles already exist—these are the primary lever.
- District-aligned frameworks: Teacher Clarity (learning intentions, success criteria, formative assessment) is in place and understood.
- Assessment systems: CAASPP, i-Ready, and formative checks (curriculum assessments or FIABs) provide sufficient data to drive instruction but not leveraged to inform instruction consistently.
- Human capital: Academic Coach, some experienced teachers and some instructional leaders capable of modeling clarity practices.

Results

- PLC cycles not engaging in inconsistent depth; meetings may focus on logistics vs. student work analysis and reteaching planning
- Teacher Clarity practices have uneven execution; learning intentions posted but not always internalized by students or used for feedback cycles; Success Criteria not communicated consistently and evident to students
- Intervention systems are not consistent across classrooms causing weak general acceleration; supports exist but may lack precision (skill-specific grouping, progress monitoring)

Growth Areas

- Instructional coherence gap: No guaranteed alignment between PLC planning → classroom execution → intervention
- Student ownership gap: Teacher Clarity not consistently translating to student self-monitoring and goal setting
- Intervention precision gap: Need for daily, skill-specific reteach cycles tied to formative data
- Attendance-learning disconnect: Systems do not sufficiently adapt instruction for high absenteeism reality
- Monitoring gap: Limited real-time observation/feedback on PLC effectiveness and clarity practices

Learning

- Clarity alone is insufficient—clarity + responsiveness (reteach, adjust, accelerate) is required.
- PLCs drive results only when focused on student evidence, not adult tasks.
- Attendance is a primary academic variable, not separate from instruction.

Strengths to replicate/refine

- Tight PLC cycles (best teams): Bring student work to identify exact misconception and plan immediate reteach
- High-functioning classrooms: Students can articulate what they are learning and how success is measured
- Consistent routines and engagement structures
- Emerging data culture

Positive Staff Relationships

Partially Effective

Explanation

- Improved school climate and consistency: Stronger staff relationships likely supported aligned expectations, routines, and behavior systems (seen in emphasis on positive behavior and community values).
- Stabilization in targeted areas: Gains or maintenance in specific classrooms/grade levels suggest collaboration (PLCs, shared strategies) improved instructional coherence.
- Increased collective efficacy: Staff trust enabled more willingness to implement common practices (e.g., intervention blocks, data discussions).
- Student experience improvements: Positive adult culture likely contributed to pockets of engagement and belonging

Structures and Resources

- PLC structures & data cycles (existing but variably implemented)
- MTSS/intervention systems supported by Title I funding
- Community Schools framework (family outreach, wraparound supports)
- PBIS/behavior systems aligned to school values (positive behavior focus)
- District supports: coaching, curriculum, i-Ready diagnostics, CAASPP prep systems

Results

- Attendance systems: Despite staff alignment, attendance remains significantly below district/state averages which indicates relationship-building has not yet translated into strong family engagement or accountability systems.
- Instructional systems (Tier 1 core): Low proficiency rates suggest core instruction is not yet consistently rigorous or aligned across classrooms.
- Intervention effectiveness: MTSS likely exists but may lack precision (grouping, progress monitoring, time protection).

Growth Areas

- Attendance-to-instruction gap: No strong system connecting attendance improvement to instructional urgency and family accountability
- Inconsistent Tier 1 instruction: Lack of guaranteed and viable curriculum execution across classrooms
- Limited instructional feedback loops: Coaching/observation cycles may not be frequent or targeted enough
- Family partnership gap: Relationships strong among staff, but less impact outward to families/community
- Data-to-action gap: Data exists, but not always driving immediate instructional shifts

Learning

- Positive staff relationships are necessary but not sufficient for student outcome gains
- Adult culture improves implementation readiness, but systems must be tightly monitored
- Attendance is a root driver—without improvement, academic gains will stall

Strengths to Replicate/Refine:

- Collaborative culture (high trust): Continue leveraging for peer observation, shared planning
- Willingness to improve: Staff openness to growth can accelerate next-phase instructional focus
- Emerging PLC practices: Refine into tight cycles (plan → teach → assess → reteach)

Increasing Family Engagement

Effective

Explanation

- Consistent communication systems (ParentSquare, ATLAS) increased parent awareness of expectations, events, and student progress which contributed to incremental improvements in engagement and pockets of attendance stabilization.
- Access to family supports (FLATS, Parent University) helped families navigate technology and learning expectations which likely supported participation and instructional continuity.
- Culturally responsive outreach aligned to community demographics strengthened trust and participation in school events and communications.
- Title I schoolwide focus enabled broader family-facing supports rather than targeted-only interventions.

Structures and Resources

- ParentSquare and ATLAS Parent Portal are real-time academic/attendance communication
- Parent University & FLATS Center led to capacity-building for families (technology, academics)
- Community Schools framework (FUSD) integrated services (mental health, basic needs, outreach)
- Multilingual communication systems provided support for ~16% English Learners
- School-based events and feedback loops (surveys, meetings)

Results

- Attendance remains significantly below district/state averages despite communication tools. Communication does not equate to a behavior change; barriers (transportation, health, work schedules) persist.
- Parent tools (ATLAS/ParentSquare) are available but inconsistently used by highest-need families. Digital access does not equate to digital engagement.
- One-way communication dominates (information push vs. partnership/problem-solving) although School Site Council, English Learner Advisory Committee, Community School Advisory Council, Parent Pyle Partnership, and Parent Teacher Association provide input consistently.
- Limited alignment between family engagement and academic goals (CAASPP readiness).

Growth Areas

- Lack of targeted attendance intervention systems tied to families: No consistent tiered outreach (universal → targeted → intensive family support)
- Insufficient differentiation of engagement strategies; same approach used for all families despite diverse needs
- Limited measurement of engagement impact; engagement activities not consistently tied to Dashboard metrics (attendance, achievement)
- Barriers not fully addressed (transportation, childcare, work schedules, and language still limit participation)
- Student voice not fully leveraged; students not consistently used as connectors to engage families

Learning

- Access alone does not change outcomes; engagement must be relational and action-oriented
- High-impact engagement is proactive and personalized, not event-based
- Attendance is the clearest indicator of family engagement effectiveness

Strong Points to Replicate/Refine:

- Expand two-way communication systems (goal-setting conferences, attendance plans with families)
- Leverage Community Schools model to remove non-academic barriers
- Continue technology access support but pair with accountability structures
- Scale culturally responsive outreach practices
- Align all family engagement efforts to specific measurable outcomes (attendance, CAASPP readiness, literacy/math goals)

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.

- Principal-led, data-driven PLCs that *plan–teach–assess–analyze–reteach* in 2–3 week cycles with data chats at a minimum in Quarter 1, Quarter 2, and Quarter 3 for each grade level
- Job-embedded coaching focused on formative assessment and small-group instruction (ELA & Math) rather than one-off PD days
- Tight progress monitoring with short cycle metrics (attendance %, % on-track in decoding/fluency, % correct on hinge questions, # of tutoring doses delivered).

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:	ELAC:	Staff:

School Site Council members provided input in January 2026 and February 2026. Elected parents provided the following input: need to focus on academics, need to increase support of students with disabilities and their families, and improved classroom to home communication focusing on student strengths and areas of growth based on standards and current learning focuses.

English Language Advisory Council provided input in February 2026. Parent members provided the following input: need to provide academic support for English Language Learners, increase in writing and reading with hand's on tasks, workshops focused on math and literacy to support families with students learning, providing families with information on learning opportunities, services, and experiences.

Staff provided input through various formats. Some areas of strengths identified were development of a more structured RTI, family engagement, utilization of School Social Worker, lesson study/planning days, and IEP/SST release days. Staff shared the following areas of growth: refining the RTI structure and access criteria, increasing broader staff engagement in teaming structures and events, increasing students experiences with rallies and multicultural events, providing students with more club and services opportunities, improving the TST tracking system, improvement assessment calendar and system, improving Behavior Referral system, and providing students with disabilities a sensory room.

Action

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

Increased Proficiency in Literacy

Action Details

Early Literacy

Pyle Elementary grades TK-6 will continue to develop a comprehensive literacy program founded in the adopted curriculum Wonders with a focus on foundational reading skills and foundational writing skills as defined in This Is Balanced Literacy (Fisher, Frey, & Akhavan, 2020) and/or Lit Six (Akhavan). Grades TK-1 will utilize the Lit Six framework and strategies to establish a Tier 1 literacy program that targets developmentally aligned phonological awareness and phonics instruction in service of reading comprehension through the District adopted grade level curriculum. Grades 2-6 will utilize the theory and strategies in Literacy 6 (Akhavan) to improve Tier 1 and Tier 2 instruction in whole group and small group intervention in support of comprehension of rigorous texts and standards based writing skills. 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. A block of time for literacy intervention will be established and a master schedule for Grades TK-6. Tier 1 and 2 instruction will be provided by the classroom teachers. Tier 3 instruction will be provided by classroom teachers and/or pull out service providers. Literacy tutors will support small group Tier 1 and Tier 2 instruction for grades 1-6 for 5 days per week. All grade level teachers will utilize a common assessment to identify individual student literacy development needs and monitor student progress during 6 week cycles of intervention. Professional learning developed in collaboration between the Instructional Leadership Team (ILT) and administrators will focus on improving Tier 1 through Tier 3 instructional practices by developing teacher content knowledge and implementing effective research based or evidence based practices in service of the California Common Core State Standards and California English Language Development Standards.

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 1

- Teachers will provide multiple research-based strategies integrated within reading instruction aligned to the California Common Core standard and Instructional Practice Guide using the District adopted curriculum.
- Teachers will use the FUSD Scope and Sequence recommended FIABs (Grades 3-6) or District adopted and curriculum embedded assessments (Grades K-2) quarterly as a post test minimally.
- Teachers will ensure all English Learners receive daily integrated English Language Development that aligns with students' English Language proficiency level.
- Teachers will carry out data chats and goal setting with all students minimally three times per year
- Teachers will use the common strategy Restate Answer Cite Explain strategy in Grades 1-6 and Restate Answer in Grades TK-K to support grade level composition
- Teachers will utilize the Wonders Talking and Listening Check List to improve student engagement through collaborative conversations
- Teachers and administrators will use the Professional Learning Communities+ (PLC+) model to analyze student work, plan instruction, and design Tier 1 learning opportunities.

- Administrators will purchase classroom materials and supplies will be purchased to support literacy in all subject areas such as but not limited to notebooks, graphics, Wonders manipulatives, whiteboards, texts, and consumables (poster paper, markers, crayons, paper, etc.)
- Administrators will purchase technology, order repairs (direct maintenance), and replace technology to support the academic program.
- Teachers and administrators will provide an academic award and incentive program to recognize students for their growth and achievement.
- Teachers, administrators, and the Instructional Leadership Team will analyze academic progress of student groups such as but not limited to EL [English Learners], Hispanic students, African American/Black students, SWDs [students with disabilities/varying abilities], homeless youth, and foster Youth, will be monitored to ensure equity and access.
- Administrators will ensure substitute release time for certificated staff will be used for quarterly instructional planning and professional development, monthly IEP meeting days, attendance at professional learning, assessment, peer observation, attendance at Instructional Learning Team (ILT) planning, and monthly SSTs.
- Home School Liaison (HSL) will assist teachers as needed with translations and communication with parents on student needs, parent participation, and IEP or SST meetings.

Tier 2

- Teachers will include a daily, regular block of time in their instructional schedule to provide reading/literacy response to intervention (RTI) to students and ensure all English Learners receive daily designated ELD that aligns with students' English Language proficiency level.
- Teaching Fellows will support teachers in grades 1-6 as assigned for small group Tier 1 and Tier 2 instruction
- Teachers in Grades K-6 trained to utilize the Orton Gillingham phonics intervention program will implement in classrooms for identified students
- Teachers in Grades K-1 will utilize the Literacy Footprints leveled reading system in small group
- Teachers will utilize the Wonders and i-Ready Tier 2 resources for planning Tier 2 instruction
- Teachers will integrate technology to provide individualized instruction for students utilizing Wonders online components, i-Ready lessons, and other site or 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.
- Teachers will be provided additional compensation for afterschool intervention and tutoring to identified students as per Response to Intervention progress monitoring data and/or i-Ready
- 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.
- Pyle Elementary will continue to partner with organizations such as but not limited to A4 Reading Intervention Program, Every Neighborhood Partnership, and AmeriCorps Reading Corps to provide additional literacy support.
- Administrators will purchase special education supplemental curriculum.
- Teachers and administrators will ensure incentives for students showing growth or meeting/exceeding grade level on i-Ready
- The Instructional Leadership Team will monitor 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 1 and Tier 2 in class interventions 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.
- Resource Specialty Program (RSP) teacher and paraprofessionals will provide academic support with push in and pull out supports for identified students in all grades during RTI and outside of RTI.

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.

- 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 by the Instructional Leadership Team.
- Quarterly monitoring of students Reclassified Fluent English Proficient (RFEP) by the Instructional Leadership Team
- Goal setting chats with ELL students toward reclassification and general academic progress
- Designated intervention will be provided based upon student ELD needs during and after school hours
- Supplemental contracts for English Language Proficiency Assessment of California 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
- Supplemental contracts for teachers to carry out afterschool tutoring
- Purchase of materials and supplies that support English Language Development instruction
- Use of Orton Gillingham Phonics Intervention Framework and Heggerty Phonemic Awareness Framework to support reading foundational skills
- Purchase of student technology to support access to online curriculum and applications that develop English language skills

Student Groups

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

African American (AA):

- Teaching fellows to support for reading intervention
- Parent Involvement, participation, and engagement
- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

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

African American (AA):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

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

African American (AA):

- Identification of student levels based on i-Ready Diagnostic, Phonics Survey, and Fluency and Comprehension to align to appropriate intervention group
- Progress monitoring student achievement every 6 weeks to identify next steps for instruction (fluid intervention group, refer to TST, refer to SST, etc.)
- Providing parents with a menu of activities and/or providing materials and supplies to support student literacy development in the home

Family Engagement

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

- Parent family learning workshops
- Communication to families of monthly literacy focus
- Student progress data provided to families

Professional Learning

Describe Professional Learning related to this action.

- Lesson Study and Planning Days led by Academic Coach, District Coaches, and Principal
- Monthly Professional Learning (supplemented by Reading Specialist/Literacy Grant funds)
- Administrator weekly or bi-weekly feedback to teachers based on Teacher Clarity Elements

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 and administrators will monitor...

- Observation and feedback measured by Literacy Six (Akhavan) look fors and alignment between standard-task-objective

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.

Teachers, grade level PLCs, ILT, and administrators will monitor...

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.

Teachers, ILT, and administrators will monitor...

- Increase in percentage met or exceed on SBAC.
- Increase in Distance from Standard (DFS) on SBAC.

- By November 2025, 70% of classrooms will demonstrate Tier 1 instruction alignment between the adopted curriculum and the rigor of the standard
- By November 2025, 70% of classrooms will demonstrate an intervention block (RTI) that utilizes Wonders Tier 2 resources, i-Ready Tier 2 lessons, Literacy Footprints Leveled Reading System, and i-Ready My Path Lessons

- Use of FUSD Scope and Sequence recommended FIABs d Curriculum embedded assessments (Grades K-2) quarterly as a post test minimally with increasing percentage of students on grade level
- Response to Intervention progress monitoring every 6-8 weeks with the Phonics Wonders Survey, District adopted assessment, and/or Fluency and Comprehension Assessment showing growth for every child and increasing the percentage of students on grade level
- The percentage of Kindergarten to Sixth Graders who are proficient in Literacy based on i-Ready results will increase from 22% on Diagnostic 2 in December of 2025 to 35% on Diagnostic 2 by December 2026.

- Increase of students on grade level measured by May 2025 Phonics Survey and/or Fluency and Comprehension Assessment

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

Increased Proficiency in Mathematics

Action Details

College & Career Readiness

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 adopted curriculum Go! Math to plan and refine Tier 1 and Tier 2 instruction. Grades TK-6 will participate in quarterly lesson study, planning days that will include professional learning in the adopted math curriculum, Math Lesson Design (MLD) framework, and PLC planning with the site Academic/Instructional Coach and Principal. 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 developed to support students at each level of intervention and enrichment to ensure students make continuous progress and are able to demonstrate mastery of standards with a focus on fluency of basic and place value understanding. Tier 1 and 2 instruction 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):

Tier 1

- All Teachers will implement the district adopted curriculum Go! Math and provide multiple research-based or evidence based strategies integrated within math instruction aligned to the CA Common Core standard and IPG.
- Teachers in Grades 3-6 will utilize the Math Lesson Design (MLD) framework and Swun math resources to develop math lessons based on the adopted curriculum Go! Math
- Teachers will use the FUSD Scope and Sequence recommended FIABs (Grades 3-6) or District adopted assessments, curriculum embedded assessments (Grades K-2) quarterly as a post test minimally
- Teachers will carry out data chats and goal setting with all students three times per year
- 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 math instruction such as but not limited to notebooks, graphics, manipulatives, whiteboards, texts, and consumables (poster paper, markers, crayons, paper, etc.)
- Classroom 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.
- Administrators and teachers will analyze site, district, and state assessment results to adjust instruction to meet student needs.
- 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.
- Teachers will include a daily block of time in their daily instructional schedule to provide intervention to students with a focus on fluency and place value utilizing Beyond the Basic Facts, Reflex/Frax Math, number talks, and i-Ready lessons
- Teachers will utilize the Go! Math and i-Ready Tier 2 resources for planning Tier 2 instruction
- Teachers in Grades 3-6 teachers will utilize Swun math resources as a supplemental planning source
- Teachers will integrate technology to provide individualized instruction for students utilizing Go! Math online components, i-Ready lessons, other district provided online programs, and/or supplemental online programs
- Teachers will be provided additional compensation for afterschool intervention and tutoring to support student success.
- Teachers will ensure the ELD standards are integrated and implemented in math instruction
- 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.
- Teachers provided substitute time release for SST and 504 monthly meetings.
- Administrators will purchase SPED supplemental curriculum.
- Instructional Leadership Team will monitor 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/or pull out supports for identified students in all grades.
- Academic supports will be provided by certificated staff, teaching fellows, and Instructional 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.

- 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 and general academic progress.
- Designated intervention will be provided based upon student ELD needs during and after school hours
- 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.
- Professional learning on curriculum embedded supports for English Language Development
- providing supplemental contracts for teachers to carry out afterschool tutoring
- purchase of materials and supplies that support English Language Development instruction in mathematics
- purchase of online applications Reflex and Refrax to support student math facts automaticity development

- purchase of student technology to support access to online curriculum and applications
- purchase of materials and supplies that support English Language Development instruction in mathematics such as primary language supports

Student Groups

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

African American (AA):

- Parent Involvement, participation, and engagement
- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

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

African American (AA):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction
- Explore Learning (Reflex/Frax)

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

African American (AA):

- Identification of student levels based on i-Ready Diagnostic, FIABs, and the Wonders Pre-requisite skills assessment to align to appropriate intervention group
- Progress monitoring student achievement every 6 weeks to identify next steps for instruction (fluid intervention group, refer to TST, refer to SST, etc.)
- Providing parents with a menu of activities and/or providing materials and supplies to support student fluency and place value understanding in the home

Family Engagement

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

- Parent family learning workshops
- Communication to families of monthly literacy focus

- Student progress data provided to families

Professional Learning

Describe Professional Learning related to this action.

- Lesson Study and Planning Days led by Academic Coach, District Coaches, and Principal
- Monthly Professional Learning
- Administrator weekly or bi-weekly feedback to teachers based on Teacher Clarity Elements

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 and administrators will monitor...

- D Math look fors and alignment between standard-task-objective
- By November 2026, 70% of classrooms will demonstrate Tier 1 instruction alignment between the adopted curriculum and the rigor of the standard
- By November 2026, 70% of classrooms will demonstrate a fluency block that utilizes Go!Math Tier 2 resources and i-Ready online instruction, i-Ready Tier 2 lessons

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.

Teachers, grade level PLCs, ILT, and administrators will monitor...

- USD Scope and Sequence recommended FIABs (Grades 3-6) or District adopted, curriculum embedded assessments (Grades K-2) quarterly as a post test minimally with increasing percentage of students on grade level
- Fluency block progress monitoring regularly as established by ILT with PLCs with the Go!Math fluency assessments and/or Beyond the Basic Facts fluency assessment showing growth for every child and increasing the percentage of students on grade level

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.

Teachers, ILT, and administrators will monitor...

- Increase in percentage met or exceed on SBAC.
- Increase in DFS on SBAC.
- Increase of students on grade level measured by i-Ready Diagnostic 3

- The percentage of Kindergarten to Sixth Graders who are proficient in Math based on i-Ready results will increase from 12% on Diagnostic 2 in December of 2026 to 25% on Diagnostic 2 by December 2026.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for quarterly planning, learning cycles, meetings and trainings. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	65,654.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			ILT Supp Contract for site Instructional Coach/Teacher G1A2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	2,559.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Salaries to support instruction. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers for IEPs, SSTs and 504s **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutoring contracts G1A2 **Budget lines for personnel include salaries and related benefits	19,216.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Digital licenses and subscriptions G1A2	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Graphics	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for academic instruction. G1A2	58,471.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Student classroom technology G1A2	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 contracts; 60 hours) **Budget lines for personnel include salaries and related benefits	4,007.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Supplies to support classroom instruction (Paper, crayons, pencils, notebooks, folder, glue, paint, etc.) *No Food or Incentives*G1A1	224.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct maintenance G1A1	1,500.00

$173,403.00

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

Increase Student Attendance

Action Details

College & Career Readiness

nce to 95% and decrease chronic absenteeism to 30% 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. A quarterly Attendance Hero Award will be utilized to recognize students with improved attendance across quarters. A Perfect Attendance Award will be provided to students who have zero absences and less than 3 tardies per quarter. Parents will receive attendance calls to express concern and identify barriers to attendance by teachers, office staff, and administrators. CCT and PLCs will establish a reward system to encourage and celebrate good 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 aligned with the FUSD attendance tiered system to decrease absenteeism, increase good attendance rates, and cre

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 1

- Teachers will implement Classroom Meetings and/or Second Step will be implemented by all classroom teachers daily to promote relationships and connectivity to school to increase attendance.
- Teachers will support the Climate and Culture Team established attendance reward system.
- SPED Teachers will ensure push-in inclusive practice from SDC classrooms into General educations classrooms will be maintained.
- Staff will implement and reinforce Guidelines for Success (PROUD) aligned to the school-wide incentive system.
- Administrators will ensure materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
- Administrators will communicate criteria for success all students and families for attendance award and incentives (e.g. Attendance Hero, Perfect Attendance Award, Fun Friday, etc.)
- Office Assistant and Home School Liaison will communicate the school wide weekly Average Daily Attendance via Parent Square and a banner
- Grade Level PLCs and teachers will establish an attendance goal communicated to all Pyle members
- CCT and ILT will 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.
- CCT will establish and promote an attendance focus week in Semester 1 and Semester 2 for promoting regular attendance
- CCT, ILT, PLCs and teachers will engage in on-going analysis of identified student groups such as those identified on the California Dashboard (Homeless and White) will be monitored to ensure equity and access.
- CCT Administrator Co-Chair will ensure 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.

Tier 2

- Quarterly Attendance Hero Award for students with improved attendance across quarters
- Perfect Attendance Award, assemblies, and incentive opportunities for improved attendance provided.
- Office Assistant (OA) to conduct daily attendance calls.
- Home School Liaison (HSL) to conduct and document phone chat with parents and conduct home visits of students with chronic absenteeism or more severe.
- Tier 2 Intervention Specialist and administrative team will support students with attendance concerns.
- TST (Targeted Support Team) will identify students that are not making adequate progress and make recommendations for support.
- Administrators will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.

Tier 3

- Teacher initiated parent phone calls for absent students as needed
- HSL to conduct weekly parent phone calls and home visits of severely chronic absent students with ATLAS documentation
- OA and/or administrator will hold parent meetings of severely chronic absent students with ATLAS documentation
- Student Success Team (SST) will be utilized to identify students that are not making adequate progress in Tier I and Tier II through Student Attendance Review Team Protocols.
- Administrator will conduct and document parent conference of students with severely chronic absenteeism and SART meetings.
- Student Attendance Review Board (SARB) referral.

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.

- Quarterly monitoring of EL students attendance rates
- 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.

Student Groups

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

White (WH):

- Supplies for communication with families
- SSW to support with case management or social emotional needs of identified students

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

White (WH):

- Supplies for communication with families
- Supplies for incentives such a movie presentations, tangibles, access to PBIS rewards
- SSW to support with case management or social emotional needs of identified students

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

White (WH):

- Welcome back letter in August of 2025 for students with chronic or severely chronic attendance
- Administrators and HSL to conduct home visits in Quarter 1 and Quarter 3 for students with chronic or severely chronic attendance
- Nudge letters sent quarterly for identified students with reduced or chronic or severely chronic attendance

Family Engagement

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

- Family communication on important of attendance, site attendance data
- Individual student family communication for identified Tier 3 students
- Parent volunteer and observation opportunities in class

Professional Learning

Describe Professional Learning related to this action.

- Communication of best practices via staff weekly newsletter
- Professional learning on best practices

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, CCT, ILT, and Administrators will monitor...

- decrease in chronic absenteeism by month year over year

Office Assistant and HSL will monitor...

- increase in Average Daily Attendance by week year over year
- decrease in chronic absenteeism by month year over year

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.

Teachers, ILT, CCT, and administrators will monitor..

- decrease in chronic absenteeism by quarter year over year

TST and SST will monitor...

- identified individual student Average Daily Attendance quarterly year over year and/or from start date of intervention to progress monitoring date

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.

Teachers, ILT, CCT, and administrators will monitor...

- The percent of good attendance or better will increase from 55.6% in Quarter 2 2025 to 65% by Quarter 2 2026 as measured by Power BI and the California Dashboard.
- Decrease in chronic absenteeism as measured by the California Dashboard

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

Reducing Suspension Rate

Action Details

Life Skills

to 4% or less as well as decrease the number of suspensions for White students, Students with Disabilities, and African American students by implementing trauma informed practices, understanding the effects of Adverse Childhood Experiences, restorative approach to student discipline, celebrating positive behavior through classroom and school wide incentives, increasing 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 behavi
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.

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 1

- Teachers will implement daily Classroom Meetings and/or Second Step 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.
- Teachers will implement the first 10 days of school learning in Semester 1 and Semester 2
- Teachers will integrate CHAMPS/ MAC expectations practices in lesson plans, classroom routines, and classroom procedures to ensure clarity of expectations and safety.
- Teachers will utilize the Positive Behavior Award (PROUD Python), Effort Awards (Super Python) and quarterly incentives (Positive Behavior Reward Activity) will be used to recognize students for their growth and achievement.
- Teachers will teach Social Emotional Learning skills through Second Step Curriculum to promote self-awareness, self-management, and social awareness, leading to a decrease in suspension.
- Teachers will implement Olweus Bullying Prevention Program with weekly class meetings to prevent bullying and build relationships between students
- Grade levels teams will establish and communicate with students and their families the criteria to access Fun Fridays and monthly incentives
- Staff will support the CCT and ILT established system
- Staff will implement a 4-to-1 positive connection to redirection/correction ratio between staff and students utilizing a positive points system to access Quarterly PBIS parties and Fun Fridays.
- Staff will implement Guidelines for Success (PROUD) school-wide with an aligned school-wide incentive system (PROUD Python Award).
- Administrators will purchase of movie license to support positive behavior and celebrations.
- Administrators will hold Behavior Assemblies twice per year at the onset of Semester 1 and Semester 2 to inform students of discipline procedures, positive behavior incentives, and expectations.
- Administrators will ensure materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.

- Climate Culture Team (CCT) with input from the staff will establish the criteria to access Fun Fridays and monthly incentives
- CCT and administrators will ensure students and families will be informed of event dates and the criteria to access the events
- CCT and ILT will 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.
- CCT, ILT, teachers, and administrators will engage in on-going analysis of identified subgroups such as but not limited to White students, African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth to ensure equity and access.
- CCT Administrator co-chair to ensure substitute release time for staff on CCT will be used to plan instruction, attend PL, and observe site protocols and processes 2 times per year.
- CCT and administrators will collaboratively develop professional development to build staff Social Emotional Learning (SEL) strategies and classroom management strategies.

Tier 2

- Teachers will hold Parent-teacher-student conferences and parent-teacher phone chats to communicate positive behavior and concerning behavior.
- Hand in Hand Mentor and Tier 2 Intervention Specialist will support students in and out of the classroom with social-emotional needs, behavioral needs, and establish and maintain structured play/activities during recess and lunches utilizing social skills groups, Check In Out Check through 8 week cycles of intervention as identified by the TST or SST
- School Social Worker (SSW) and Tier 2 Intervention Specialist will support with social-emotional support in small group pull-out services.
- Targeted Support Team (TST) will identify students that are not making adequate progress in Tier I and make recommendations to support students.
- Administrators will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- Tier 2 Intervention Specialist will work with families and students that are identified in TST that need additional support in SEL, engagement, and school connectivity.

Tier 3

- 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.
- SSW, All4Youth Counseling, outside counseling referrals, and itinerant social emotional staff will provide individualized supports
- 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 the parent, admin, and other support staff to reteach expectations and identify needed supports

English Learner Students

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

- 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.

Student Groups

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

Students with Disabilities (SWD):

- Supplies for communication with families
- SSW support for identified students

White (WH):

- Supplies for communication with families
- SSW support for identified students

African American (AA):

- Supplies for communication with families
- SSW support for identified students

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

Students with Disabilities (SWD):

- Supplies for incentives and PBIS rewards
- Mentoring services
- SSW support for identified students

White (WH):

- Supplies for incentives and PBIS rewards
- Mentoring services
- SSW support for identified students

African American (AA):

- Supplies for incentives and PBIS rewards
- Mentoring services
- SSW support for identified students

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

Students with Disabilities (SWD):

- Ensure social emotional supports provided
- Ensure IEP goals or behavior intervention plans are updated and implemented with fidelity

White (WH):

- Ensure social emotional supports provided

- Goal setting with individual student and their family through Tier 2 or Tier 3 service providers (Administrator, counselor, Tier 2 Interventionist, Teacher)

African American (AA):

- Ensure social emotional supports provided
- Goal setting with individual student and their family through Tier 2 or Tier 3 service providers (Administrator, counselor, Tier 2 Interventionist, Teacher)

Family Engagement

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

- Family communication on strategies to improve behavior
- Individual student family communication for identified Tier 2 and Tier 3 students
- Parent volunteer and observation opportunities in class
- Family learning workshops on supporting desired student behaviors in home and school

Professional Learning

Describe Professional Learning related to this action.

- Establishment of site behavioral referral system and documentation protocols by Week 2 of Academic School Year
- Communication of best practices via staff weekly newsletter
- Professional learning on best practices (supplemented through Community School funds)

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see

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

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

Teachers, CCT, ILT, and Administrators will monitor...

- decrease in misbehaviors and suspensions by month year over year

Shape these behaviors...

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

Teachers, ILT, CCT, and administrators will monitor..

- decrease in misbehaviors and suspension by quarter year over year

TST, SST, Tier II Interventionist will monitor...

- identified individual student suspension quarterly year over year and/or from start date of intervention to progress monitoring date

And ultimately achieve these impacts.

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

CCT, ILT, teachers, and administrators will monitor...

- The number of students suspended will decrease from 30 in Quarter 2 of 2025 to 20 by Quarter 2 of 2026.
- Decrease in the overall suspension rate as measured by the California Dashboard
- Students two or more races and Students with Disabilities will increase at least by one performance level (red to orange) as measured by the California Dashboard

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

Providing Student Centered Real-World Learning and Multi-Cultural Experiences

Action Details

College & Career Readiness

Pyle Elementary will increase engagement and participation of all students in student-centered clubs, activities, athletics, visual and performing arts, college and career experiences, and community opportunities by promoting student-centered and real-world learning experiences. We will provide an inclusive school climate focused on building relationships through learning and engaging experiences. 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.

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 1

- Teachers will identify a grade level standards supporting Study Trip, inform parents of Study Trips and recruit parent volunteers as chaperones utilizing the Pyle Study Trip Protocol.
- Teachers will include each student in classroom activities that expand student-centered and real-world learning experiences as developed by PLCs and individual teachers.
- Staff will encourage students 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, Science Technology Engineering Arts and Mathematics (STEAM), cultural and linguistic events, etc.
- Staff will invite all students to participate in School-Wide events calendared by the Climate and Culture Team and Instructional Leadership Team. The calendar may 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, STEAM Week, Constitution day, and Cultural Events.
- Administrators will ensure funding for transportation and event, activity, or study trip fees
- Administrators will ensure 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.
- Pyle Elementary will supply students and families 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.
- CCT, ILT, Home School Liaison (HSL), office staff, teachers, 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.

Tier 2

- CCT, ILT, and grade level PLCs will plan recognition programs to celebrate student participation and outstanding performance. Such programs include but are not limited to sports recognition awards and music recognition awards.
- Extended Learning Opportunity Program Coordinator will plan a recognition ceremony for student athletes for Semester 1 and Semester 2
- TST will recommend priority enrollment or participation of students based on identified 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.

- 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

Student Groups

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

Students with Disabilities (SWD):

- Supplies for communication with families

Foster Youth (FY):

- Supplies for communication with families
- Supplies for incentives

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

Students with Disabilities (SWD):

- Supplies for communication with families
- Supplies for incentives

Foster Youth (FY):

- Supplies for communication with families
- Supplies for incentives

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

Students with Disabilities (SWD):

- Ensure activities, events, and experiences are inclusive for the developmental, cognitive, and physical needs of each student

Foster Youth (FY):

- Priority participation or enrollment in activities, events, and experiences

Family Engagement

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

- Encouragement of parent volunteers on Study Trips and classroom experiences
- Communication of planned Study Trips and classroom experiences

Professional Learning

Describe Professional Learning related to this action.

- Communication of best practices founded in Everyone Wins (Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha Franco, Suzanna Ewert, 2022) through weekly staff newsletters

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see

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

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

Teachers, ILT, CCT, and administrators will monitor...

- scheduled by Week 2 of Academic School Year
- Provide students and families with a menu of extra-curricular activities, Career Technical Education experiences, music and art options, and athletics teams by semester
- Lead teachers and advisors will track student participation in the ATLAS Engagement Tool

Shape these behaviors...

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

ILT, CCT, and administrators will monitor...

- ATLAS engagement tool data analyzed quarterly
- Student reflection post experience will be analyzed by PLCs and data presented to ILT and CCT for analysis and planning next steps quarterly

And ultimately achieve these impacts.

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

Teachers, ILT, CCT, and administrators will monitor...

- By June 2027, 90% of TK- 6th Grade students will participate in at least one real-world learning experience such as a study trip, career technical education experience, or hands on project based learning as mea
  engagement tool and student reflections.
- Increase in favorable responses as measured in the Spring 2027 Fall Climate & Culture student engagement domain

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

Increasing Arts Experiences (Prop 28)

Action Details

College & Career Readiness

Pyle Elementary will continue to augment Music and Arts Education. Arts and Music experiences will be identified for keystone grade levels and will support the state standards and reinforce academics through creativity while focusing on the whole child 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 and Staff will be eligible for supplemental contracts to provide structured, standards based art clubs after school
- Administration will purchase materials and supplies to support arts and music in the classroom
- Administration will establish contracts with vendors to provide arts and music experiences during the school day

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.

Not required to speak to this section in Prop 28.

Student Groups

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

Not required to speak to this section in Prop 28.

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

Not required to speak to this section in Prop 28.

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

Not required to speak to this section in Prop 28.

Family Engagement

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

Arts will be showcased at various family engagements like:

- Open House
- Semester Concerts
- Afterschool performances
- Arts exhibits

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section in Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		Hope to see

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

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

Teachers and Administration will monitor...

- Increased student engagement as measured by students enthusiasm, participation, and joy in arts and music based learning

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.

Teachers and Administration will monitor...

- Improved attendance due to engaging in an arts and music based experience
- Improved understanding of arts and music based on grade level arts and music standards

And ultimately achieve these impacts.

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

Teachers and Administration will monitor...

- Improved school culture and climate as measured by Fall 2026 and Spring 2026 Student Climate and Culture Survey
- Improved school culture and climate as measured by Fall 2026 and Spring 2026 Family Climate and Culture Survey

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle 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	Instruction	Oth Cls-Supp			Classified supplemental support **Budget lines for personnel include salaries and related benefits	7,301.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental support/AVID Tutors **Budget lines for personnel include salaries and related benefits	10,726.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.7070	Social worker for students SEL supports **Budget lines for personnel include salaries and related benefits	100,222.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	0.2930	Social worker for students SEL supports **Budget lines for personnel include salaries and related benefits	41,533.00
G2A3	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to support student engagement activities/events **Budget lines for personnel include salaries and related benefits	1,841.00
G2A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring	28,200.00

$189,823.00

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

Increasing Family Engagement in Learning

Action Details

Community Engagement

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 Teacher Association (PTA) partnership, scheduled School Site Council (SSC), scheduled English Learner Advisory Committee (ELAC), school website pyle.fresnounified.org, and District provided communication platforms. Teachers will send home regular 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.

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 will send home regular classroom communication to inform parents of learning focuses for reading, writing, math, and other subject areas at a minimum on a monthly basis using Parent Square and paper flyer
- Teachers, parents, and administrators will sustain the Parent Teacher Association (PTA) to provide parents a forum to support and collaborate with the school site
- Teachers will encourage and recruit parents 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.)
- Teachers and administrators will record family participation within Atlas Engagement tool, participation logs, sign ins, and attendance forms
- Administrators will send home a weekly school newsletter via Parent Square that includes important school events, information, and the principal's message
- Administrators will establish affinity groups to develop voice and forum to share recommendations and concerns
- Administrators will ensure supplemental classified contracts childcare, translation, and meeting/activity supports to ensure equity and access for parents will be provided
- Administrators will ensure supplemental classified contracts to support special projects such as, but not limited to Open House, Back to School Night, Parent-Teacher Conference Week, etc.
- Administrators will provide materials and supplies such as but not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, food, drink, etc.
- Home School Liaison (HSL) and additional interpretation services will be provided for meetings and activities.
- Community School Coordinator will lead listening sessions to identify family needs and wants
- Community School Coordinator will identify and support implementation of family engagement and learning opportunities
- HSL will make home visits to support parent outreach; mileage reimbursement will be used for the HSL home visits
- Staff will communicate with families to ensure ongoing communication through various outlets including but not limited to phone call, paper flyers, email, Parent Square, and social media.
- ILT and CCT will calendar and communicate with families events that include but are not limited to monthly Parent Engagement 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, family gatherings, School Carnival, Book Fair, etc.

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.

- 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

Student Groups

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

Students with Disabilities (SWD):

- Materials and supplies to enhance instruction and parent education

White (WH):

- Materials and supplies to enhance instruction and parent education

African American (AA):

- Materials and supplies to enhance instruction and parent education

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

Students with Disabilities (SWD):

- Materials and supplies to enhance instruction and parent education

White (WH):

- Materials and supplies to enhance instruction and parent education

African American (AA):

- Materials and supplies to enhance instruction and parent education

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

Students with Disabilities (SWD):

- Scheduled Individualized Educational Plan (IEP) meetings with opportunities for meetings during the school day and after the school day per staff duty hours

White (WH):

- Strategic communication of events and activities with individual families that includes but not limited to personalized invitations and messages

African American (AA):

- Partnership between Pyle Elementary and Academic Acceleration of African American (A4) Students for supplemental academic, social emotional, and parent support resources
- Strategic communication of events and activities with individual families that includes but not limited to personalized invitations and messages

Family Engagement

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

- Encouragement of parent volunteers on Study Trips and classroom experiences
- Communication of planned Study Trips and classroom experiences
- Providing families with learning workshops in mathematics and literacy
- Participation in School Site Council, English Language Advisory, Pyle Parent Partnership, and Parent Teacher Association

Professional Learning

Describe Professional Learning related to this action.

- Communication of best practices founded in Everyone Wins (Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha Franco, Suzanna Ewert, 2022) through weekly staff newsletters

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see

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

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

Teachers, PLCs, and administrators will monitor...

- Sign ins will include minimally 70% participation of eligible families
- Analysis of family participation data after events and activities
- Strategic communication with families of White, African American, and Student with Disabilities for each event or activity
- Communication of school wide and grade level events with each family every semester

Shape these behaviors...

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

PLCs, ILT, CCT, and administrators will monitor...

- Quarterly analysis of ATLAS engagement tool data
- Increase in favorable responses in the 2026 Fall Family Climate and Culture Family Engagement Domain

And ultimately achieve these impacts.

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

CCT, ILT, and administrators will monitor...

- The percentage of favorable responses in the Family Climate and Culture Family Engagement Domain will increase from 98% in Fall of 2025 to 99% in Spring of 2027.

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

Positive Staff Relationships

Action Details

Health & Wellness

Pyle Elementary is committed to building positive relationships between all staff through authentic and intentional appreciation and engagement. 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 in service of building mutual understanding, providing positive feedback, and developing a sense of belonging. 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.

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):

- Principal or designee will ensure communication among all staff through the weekly staff newsletter developed in collaboration with the CCT and ILT; administration will ensure publication
- Administrators and Academic Coach will ensure staff provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and/or via email
- Administrators will ensure site based PL will include a CCT implemented Connection before Content focus to build staff cultural proficiency and positive relationships between staff members including to but not limited to Quarterly Social events, all staff appreciation week in May, monthly events (e.g. potlucks, spirit weeks, appreciation activities, etc.)
- Administrators will ensure materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens, etc.
- Administrators will ensure if funds and District policy allow for food items for staff professional learning.
- Climate and Culture Team (CCT), Instructional Leadership Team (ILT), and Administration will use the Fresno Unified Goals and Guardrails 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
- CCT and ILT will calendar and communicate with all staff appreciation days or weeks
- ILT will ensure praise provided to each staff member is through the staff member's preferred style based on staff survey identifying preferred style of praise
- 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)
- ILT will establish one supplemental contract and the job description for a classified staff member for additional support to students, teachers, and other duties as assigned

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.

- 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

Student Groups

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

- Parent Involvement materials and supplies to support teacher communication and engagement with families

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

- Staff social gatherings materials and supplies to increase staff relationship building

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

- Develop staff positive relationships through professional learning and social gatherings to increase cross collaboration on student needs and support

Family Engagement

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

- Communication and encouragement of parent participation in events
- Partnership with Parent Teacher Association to support practices

Professional Learning

Describe Professional Learning related to this action.

- Including brief opportunities for community building between staff

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, PLCs, CCT, ILT, and administrators will monitor...

- Staff participation rates in calendared activities and events
- Suggestions or recommendations for improvement of activities, events, and communication

Administrators will monitor...

- praise provided directly to each staff member at a minimum once per 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.

CCT, ILT, and administrators will monitor...

- Quarterly participation data in calendared events and activities
- Survey data from Professional Learning
- Increased percent favorable responses n the Staff Climate and Culture Survey's Organizational Environment Domain for Fall 2025

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.

ILT, CCT, and administrators will monitor...

- The percent of favorable responses in the Staff Climate and Culture Survey's Health and Wellness Guardrail domain

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

Sustaining the PLC+ Framework: Teacher Clarity

Action Details

Effective Staff

Pyle Elementary will focus on sustaining the Professional Learning Communities+ (PLC+) framework as defined in PLC+: Better Decisions and Greater Impact by Design (Nagel, Flories, Fisher, Frey, & Almarode, 2019). PLCs will meet regularly to focus on the Five Guiding Questions of a PLC. PLCs will establish meeting norms, identify member roles, and document their analysis of student progress and instructional plans via PLC+ protocols and documentation/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 student work analysis and/or modeling and grounded in the theory of Teacher Clarity (Almarode, Fisher, Frey, Barbee, 2025).

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):

- Instructional Leadership Team (ILT) and Administrators will utilize PLC+ Playbook (Nagel, Flories, Fisher, Frey, & Almarode, 2019), Teacher Clarity (Almarode, Fisher, Frey, Barbee, 2025), and The Teacher Clarity Playbook, Grades K-12: A Hands On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction (Fisher, Frey, Amador, Assof, 2018) to develop site based Professional Learning (PL) opportunities that ground Professional Learning Communities (PLCs) in the Five Guiding Questions and best practices
- PLCs will utilize common PLC meeting agenda and documentation that addresses the Five Guiding Questions and disaggregates student data for focus student groups
- PLCs will identify meeting norms
- PLCs will complete PLC meeting documentation for every PLC meeting utilizing the ILT established common PLC meeting notes document
- PLCs will establish grade level SMART Goals and provide quarterly updates to CCT, ILT, and administrators
- Staff will be encouraged to provide input through closing surveys after each Professional Learning opportunity, Climate and Culture survey, and via email
- ILT will monitor funding allocated to support travel and conference fees in service of developing PLC best practices
- Administrators will ensure materials and supplies will be provided such as but not limited to purchasing of Teacher Clarity (Almarode, Fisher, Frey, Barbee, 2025), technology for presentation and resources, paper, copies, folders, pens, etc.
- Administrators will ensure substitute teacher release for ILT lesson study/planning days.
- Administrators will ensure supplemental contracts for coaching and professional learning of new teachers and identified teachers.

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.

- Site based Professional Learning (PL) will include Cultural Proficient practices and a focus on the Five Guiding Questions of a PLC
- 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

Student Groups

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

Students with Disabilities (SWD):

- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

African American (AA):

- Materials and supplies to enhance instruction and parent education
- ILT supplemental contract for academic coach to support data disaggregation and targeted instruction strategies

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

Students with Disabilities (SWD):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

African American (AA):

- Substitute teachers for PLC Quarterly planning and data analysis
- Tutoring contracts
- Materials and supplies to enhance instruction

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

African American (AA):

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

Students with Disabilities (SWD):

- Site based Professional Learning (PL) will include strategies to meet meet the needs of Students with Disabilities, how to disaggregate student data for assessments, and how to identify Students with Disabilities needing further support based on assessment criteria for success

Family Engagement

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

- Communication with families the meaning and look for of elements from Teacher Clarity

Professional Learning

Describe Professional Learning related to this action.

- Modeling elements of Teacher Clarity in site professional learning, lesson studies, and planning days
- Academic Coach and Administration to provide feedback and guidance on PLC+ and Teacher Clarity elements

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, PLCs, and administrators will monitor...

- Semesterly PLC self-assessment grounded in the Six Characteristics of an Effective PLC+

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.

Teachers, PLCs, and administrators will monitor...

- Quarterly PLC goal progress and aligned evidence

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.

Teachers, PLCs, ILT, and administrators will monitor...

- Increased ratings and alignment between self-reported and administrator identified Characteristics of Effective PLC+

- By November 2026, 70% of classrooms will incorporate elements of Teacher Clarity (Almarode, Fisher, Frey, Barbee, 2025)
- Bi-weekly feed back to PLCs grounded in the Teacher Clarity elements of Learning Intentions, Success Criteria, Task, Questioning, and Feedback

- Increase in Climate & Culture staff survey percent favorable responses in staff culture domain
- Increase in student literacy and math growth and proficiency outcomes as measured by i-Ready, Phonics Survey, Fluency and Comprehension Assessment, FIABs, PTs, and SBAC

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle 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			Title one Parent Involvement/ Participation/Engagement *No Food or Incentives*	2,444.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			HSL Mileage	100.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: PLC/Staff Engagement	1,000.00
G3A2	Sup & Conc	Instruction	Direct-Food			Direct Food	400.00

$3,944.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0370 Pyle Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0370	1110	1000	1120	Teacher-Subs					G1A1	Substitute teachers for quarterly planning, learning cycles, meetings and trainings. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	65,654.00
060	3010	0370	1110	1000	1160	Teacher-Supp					G1A1	ILT Supp Contract for site Instructional Coach/Teacher G1A2 *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	2,559.00
060	3010	0370	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental Salaries to support instruction. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	6,136.00
060	3010	0370	1110	1000	2960	Oth Cls-Supp					G2A1	Classified supplemental support **Budget lines for personnel include salaries and related benefits	7,301.00
060	3010	0370	1110	1000	4300	Mat & Supp					G1A2	Supplies to support classroom instruction (Paper, crayons, pencils, notebooks, folder, glue, paint, etc.) *No Food or Incentives*G1A1	224.00
060	3010	0370	1110	2495	4300	Mat & Supp					G3A1	Title one Parent Involvement/ Participation/Engagement *No Food or Incentives*	2,444.00
030	7090	0370	1110	1000	1120	Teacher-Subs					G1A1	Substitute teachers for IEPs, SSTs and 504s **Budget lines for personnel include salaries and related benefits	6,136.00
030	7090	0370	1110	1000	1120	Teacher-Subs					G2A3	Substitute teachers to support student engagement activities/events **Budget lines for personnel include salaries and related benefits	1,841.00
030	7090	0370	1110	1000	1160	Teacher-Supp					G1A1	Tutoring contracts G1A2 **Budget lines for personnel include salaries and related benefits	19,216.00
030	7090	0370	1110	1000	2960	Oth Cls-Supp					G2A1	Classified supplemental support/AVID Tutors **Budget lines for personnel include salaries and related benefits	10,726.00
030	7090	0370	1110	1000	4200	Bks & Ref					G1A1	Digital licenses and subscriptions G1A2	5,000.00
030	7090	0370	1110	1000	4300	Mat & Supp					G1A1	Graphics	500.00
030	7090	0370	1110	1000	4300	Mat & Supp					G1A1	Materials and supplies for academic instruction. G1A2	58,471.00
030	7090	0370	1110	1000	4300	Mat & Supp					G3A2	: PLC/Staff Engagement	1,000.00
030	7090	0370	1110	1000	4400	Nc-Equipment					G1A1	Student classroom technology G1A2	4,000.00
030	7090	0370	1110	1000	5723	Direct-Maint					G1A2	Direct maintenance G1A1	1,500.00
030	7090	0370	1110	1000	5767	Direct-Food					G3A2	Direct Food	400.00
030	7090	0370	1110	3110	5110	Subagreements					G2A3	Hand in Hand Mentoring : Hand in Hand Mentoring	28,200.00
030	7090	0370	1110	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Sanchez De La Cruz, Jes	0.7070	G2A1	Social worker for students SEL supports **Budget lines for personnel include salaries and related benefits	100,222.00
030	7090	0370	1110	3130	5211	Local Mileag					G3A1	HSL Mileage	100.00
030	7091	0370	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors (2 contracts; 60 hours) **Budget lines for personnel include salaries and related benefits	4,007.00
030	7091	0370	4760	3130	1210	Crt Pupl-Reg	Social Worker, School	E152	Sanchez De La Cruz, Jes	0.2930	G2A1	Social worker for students SEL supports **Budget lines for personnel include salaries and related benefits	41,533.00

$367,170.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$84,318.00
Sup & Conc	7090	$237,312.00
LCFF: EL	7091	$45,540.00
Grand Total		**$367,170.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$173,403.00
G2 - The Whole Child (SEL and Engagement)	$189,823.00
G3 - Operational Excellence	$3,944.00
Grand Total	**$367,170.00**