


Pyle Elementary

10621666006449

Principal's Name: Lisa Shipman

Principal's Signature: 
Lisa Shipman (Apr 12, 2021 16:01 PDT)

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances



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 subgroups 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 (DAC and 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 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 re-written 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 - Lisa Shipman	X				
2. Chairperson – Marisela Castillo				x	
3. Teacher – Christina Ajamian		X			
4. Teacher - Crystal Swart		X			
5. Johanna Rodea				X	
6. Tania Olivas				X	
7. Jose Rodriguez			X		
8. Shawna Brashears			X		
9. Chad Adams		X			
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lisa Shipman	 Lisa Shipman (Apr 13, 2021 08:04 PDT)	Apr 13, 2021
SSC Chairperson	Marisela Castillo	 Marisela Castillo (Apr 13, 2021 09:19 PDT)	Apr 13, 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Pyle - 0370

ON-SITE ALLOCATION

3010	Title I	\$80,960 *
7090	LCFF Supplemental & Concentration	\$263,175
7091	LCFF for English Learners	\$44,955
7099	School Opening Support <i>(New! One-time funds)</i>	\$29,725
TOTAL 2021/22 ON-SITE ALLOCATION		\$418,815

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$2,112
	Remaining Title I funds are at the discretion of the School Site Council	\$78,848
	Total Title I Allocation	\$80,960

Pyle Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		30.79 %	2020-2021	37 %
I-Ready Math D2 On Level		22.45 %	2020-2021	30 %
I-Ready ELAD2 On Level (Students With Disabilities)		15.29 %	2020-2021	23 %
I-Ready Math D2 On Level (Students With Disabilities)		9.76 %	2020-2021	16 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

I-Ready ELA D2 On Level

Key factors that contributed to the performance outcomes for iReady ELA include:

- Weekly grade level PLCs using the cycle of continuous improvement, development of an instructional assessment calendar, district GVC including Wonders, CFAs/IABs, specific focus in ELA for SBAC claims and targets, and reflection to make instructional shifts
- Admin support of ILT, CCT, PLCs, and site professional learning in a collaborative process to support instruction, engagement, and Distance Learning
- ELD After School Support provided for EL learners to improve ELPAC making annual progress and EL reclassification academic support
- SSC, EL, Coffee hour, Pyle Connect engage and inform families on current developments
- Tier 1 and 2 Instructional support with CA TF (Teaching Fellows) in grade K-1
- Additional support for social-emotional provided by SSW (School Social Worker), and Site Psychologist additional time, and Site Mentors
- District provided CWAS (Child Welfare & Attendance II Specialist) supports students and families with attendance and SEL skills

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

I-Ready ELA D2 On Level

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

- Inconsistent instructional schedule due to pandemic impact
- Inconsistent RTI small group for differentiated instruction due to pandemic impact
- Lack of consistent implementation of integrated and designated ELD instruction

I-Ready ELA D2 On Level (Students With Disabilities)

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

- Inconsistent RTI small group for differentiated instruction due to pandemic impact

I-Ready Math D2 On Level

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

- Inconsistent instructional schedule due to pandemic impact
- Inconsistent RTI small group for differentiated instruction due to pandemic impact
- Inconsistent of math manipulatives and tools

I-Ready ELA D2 On Level (Students With Disabilities)

Key factors that contributed to the performance outcomes for iReady ELA include:

- District curriculum of Unique, Star, Wonder Works, and district specialized curriculum
- Special education, general education teachers, admin, and support staff collaborate to reflect on student IEP goals
- Along with gen baseline classroom supports students with disabilities receive additional tier 2 time with small group instruction
- Tier 3 support provided by RSP teachers with push in and pull out supports for identified students in all grades
- Committed use of adopted math curriculum including manipulatives and additional online resources.

I-Ready Math D2 On Level

Key factors that contributed to the performance outcomes for iReady Math include:

- Support for teachers by District Math coaches
- Weekly grade level PLCs using the cycle of continuous improvement, development of an instructional assessment calendar, district GVC Go Math, CFAs/IABs, specific focus in math for SBAC claims and targets, and reflection to make instructional shifts
- Special education and general education teachers collaborate to reflect on data, plan for student goals, and work in partnership to support instruction
- Admin support of ILT, CCT, PLCs, and site professional learning in a collaborative process to support instruction, engagement, and Distance Learning
- Committed use of adopted math curriculum including manipulatives and additional online resources.
- ELD After School Support provided for EL learners to improve ELPAC making annual progress and EL reclassification academic support
- SSC, EL, Coffee hour, Pyle Connect engage and inform families on current developments
- Tier 1 and 2 Instructional support with CA TF (Teaching Fellows) in grade K-1
- Additional support for social-emotional provided by SSW (School Social Worker), and Site Psychologist additional time, and Site-Mentors
- District provided CWAS (Child Welfare & Attendance II Specialist) supports students and families with attendance and SEL skills

I-Ready Math D2 On Level (Students With Disabilities)

Key factors that contributed to the performance outcomes for iReady Math include:

- District curriculum of Number Worlds and another specialized curriculum
- Special education, general education teachers, admin, and support staff collaborate to reflect on student IEP goals
- Along with gen baseline classroom supports students with disabilities receive additional tier 2 time with small group instruction
- Tier 3 support provided by RSP teachers with push in and pull out supports for identified students in all grades
- Committed use of adopted math curriculum including manipulatives and additional online resources.

I-Ready Math D2 On Level (Students With Disabilities)

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

- Inconsistent RTI small group for differentiated instruction due to pandemic impact

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Teacher supplemental contracts for after school tutorial, small group instruction, and RTI individualized instruction were not effectively utilized due to distance learning schedules and COVID Health restrictions

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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

- Professional Development opportunities to strengthen Tier 1 and Tier 2 instructional practices including both academic and social-emotional strategies
- Work as PLCs to schedule, create, and give common formative assessments to address instructional gaps and student learning needs in ELA and Mathematics
- Reinstate small group instruction and universal RTI practices in all classrooms

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

1 SSC:

The Pyle School site council reviewed the iReady data for ELA and Math after the administrations. The California Data Dashboard tool and outcomes were reviewed and actions to benefit each of the subgroups were discussed. Specific actions which yield growth outcomes were furthered discussed. Specific actions currently in practice that address inequities and areas of need were reviewed with the School Site Council. SSC members provided feedback and agreed with the programs and action items written within the SPSA.

2 ELAC:

The Pyle School ELAC committee members reviewed current data, goals, and actions. The California Data Dashboard tool and outcomes were reviewed and actions to benefit EL Learners were discussed. Specific actions which yield growth outcomes were furthered discussed. Specific actions currently in practice that address inequities and areas of need were reviewed and the ELAC committee members provided feedback (within the meetings, in survey form, and were encouraged to email any additional input. The members agreed with the goals, programs, and action items written within the SPSA.

3 Staff:

The Pyle staff have met together in a whole group, with ILT separately and then within PLCs, were surveyed with Microsoft Forms, and through email. Data was shared, input was collected, surveys were ranked, a reflection of current practice influencing results was gathered, and the information and input were accumulated to develop the SPSA with specific aligned goals, program decisions, and actions.

Action 1

Title: Focus on Literacy and Foundational Reading Skills

Action Details:

Pyle Elementary will implement comprehensive reading instruction to reflect a balanced literacy program with a focus on Reading Foundational skills in grades TK-2 and comprehension of rigorous texts and writing skills in grades 3-6. Instruction will provide challenging content and employ questions and tasks, both oral and written to integrate reading, writing, speaking, and listening standards. A systematic Multi-tiered System of Support will be implemented to improve ELA literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by the classroom teachers. CA

Teaching Fellows will support small group intervention in the classrooms.

Professional learning will be provided in understanding and utilizing ELD Standards, improving Tier I practices, and Meeting the needs of our EL Learners.

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

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

Owner(s):

Timeline:

- CFA's
- SBAC
- IABs / FIABs
- iReady ELA
- WPPAA (Wonders Phonological and Phonemic Awareness Assessments)
- Analysis of student work
- Wonders Assessments
- TKAIG
- Kinder Foundational Skills Assessment
- BAS
- Fluency
- HFW
- SRA
- Corrective Reading
- Consistent classroom walkthroughs, observation, and feedback (IPG data report)
- Data chats
- ELPAC
- EL Progress/Resdesignation
- IEP Process
- IEP Goals

- Administration
- Teachers
- Teaching Fellows
- Teacher on Special Assignment
- Professional Learning Communities
- Paraeducators
- Instructional Leadership Team

- Ongoing based upon district assessment calendar and site assessment

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

Tier 1

- Teachers will provide multiple research-based strategies integrated within reading instruction aligned to the CA Common Core standard and IPG using the district GVC.
- Teachers will ensure all English Learners receive daily integrated ELD that aligns with student's English Language proficiency level.
- Classroom materials will be purchased in all subject areas such as but not limited to notebooks, graphics, Wonders manipulatives, Printables (RICOH Copy Lease for classrooms printing), whiteboards, text, and consumables (poster paper, markers, crayons, paper, etc.)
- Site-Mentors, RCA (Resource Counseling Assistant), and CWAS (Child Welfare & Attendance II Specialist) will support students in the classroom with academic support in areas of engagement, routines, and social-emotional support.
- Classified staff and Certificated Staff will be provided additional compensation for student engagement, events, or clubs to support student success.
- Technology will be purchased, repaired, replaced to support the academic program.
- Incentives will be used to recognize students for their growth, recognition, and achievement.
- On-going analysis of identified subgroups such as but not limited to EL [English Learners], African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth, will be monitored

to ensure equity and access.

- HSL (Home School Liason) will assist Teachers as needed with translations as they review ELPAC scores with parents and students to provide guidance, review student needs, seek parent participation, and assist in goal setting and action planning to help students reach English language proficiency,

Tier 2

- RTI will be provided for students in small groups with the support of 5 teaching fellows in grades K-6.
- Teachers will ensure all English Learners receive daily designated ELD that aligns with student's English Language proficiency level.
- Teachers and administrators will use the PLC (Professional Learning Communities) *model* to discuss, analyze student work, inform instruction, and design differentiated learning opportunities.
- Site-Mentors, RCA, and CWAS will support students in the classroom with academic support in areas of engagement, routines, and social-emotional support.
- The TST (Targeted Support Team) will identify students that are not making adequate progress.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.

Tier 3

- The SST (Student Success Team) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.
- Teachers will ensure all Newcomer English Learners receive additional appropriate language support for initial language development.
- Academic support will be provided by RSP teachers with push in and pull out (when appropriate) supports for identified students in all grades
- Academic supports will be provided by certificated staff, teaching fellows, and TSA

Specify enhanced services for EL students:

- EL subgroup data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily.
- Quarterly RFEP monitoring of ELL including RFEP and annual progress
- Goal Setting with students toward RFEP reclassification
- EL afterschool intervention will be provided based upon student needs
- ELPAC assessors will be utilized
- Grade levels may deploy for ELD given student learning needs
- PL (Professional Learning) will be provided to review ELPAC requirements and procedures, Aswell as best practices and EL strategies to improve Tier I, Tier II, and Tier III practices to move students toward English Proficiency.

Specify enhanced services for low-performing student groups:

- Data chats will be implemented twice per year and regularly through PLC to monitor the progress of Low-performing student groups.
- Professional learning will address identifying the problem of practice, responses, and data chat
- PLCs will include SPED teachers and other support staff to support staff with best practices and to plan with the goal of student improvement.
- African American/Black student group will be monitored and supported by the CWAS
- Student with Disability
- PLC's will aggregate data by student subgroups to determine enhanced service needed to improve overall performance in ELA and Math.

Action 2

Title: Focus on Mathematics

Action Details:

Pyle Elementary will implement balanced math instruction to reflect a Focus, Coherence, and Rigorous with learning opportunities and intervention related to conceptual understanding of mathematics, problem-solving, and real-life application. The teachers will continue to use the GVC to plan and refine Tier 1 and tier 2 instruction including EL development to ensure that students make continued progress. Lessons will provide opportunities for students to engage collaboratively with grade-level problems, mathematical investigation, and tasks. A systematic Multi-tiered System of Support will be implemented to improve math instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier 1 and 2 instruction will be provided by the classroom teachers. CA Teaching Fellows to support small group intervention specifically assigned classrooms.

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

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

- CFA's
- Go Math Assessment
- SBAC
- IABs / FIABs
- iReady Math
- Kinder District assessment
- Analysis of student work
- TKAIG
- Consistent classroom walkthroughs, observation, and feedback (IPG data report)
- Data chats
- ELPAC
- EL Progress/Resdesignation
- IEP Process
- IEP Goals

Owner(s):

- Administration
- Teachers
- Teaching Fellows
- Teacher on Special Assignment
- Professional Learning Communities
- Paraeducators
- Instructional Leadership Team

Timeline:

- Ongoing based upon district assessment calendar and site assessment

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

Tier 1

- Teachers will provide multiple research-based strategies integrated within math instruction aligned to the CA Common Core standard and IPG using the district GVC.
- Teachers will ensure all English Learners receive daily designated ELD that aligns with student's English Language proficiency level.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables
- Site-Mentors, RCA, and CWAS will support students in the classroom with academic support in areas of engagement, routines, and social-emotional support.
- Classified staff and Certificated Staff will be provided additional compensation to support student success
- Technology will be purchased, repaired, replaced to support the academic program.
- Incentives will be used to recognize students for their growth, recognition, and achievement.
- On-going analysis of identified subgroups such as but not limited to EL African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth, will be monitored to ensure equity and access.
- Substitute release time for certificated staff will be used to plan instruction, attend, PL, observe peers, attend ILT, and SST.
- Professional development will be provided to include but not limited to Math Lesson Design, improvement of mathematical practices, and instruction.
- Administrators and teachers will analyze site, district, and state assessment results to adjust instruction to meet student needs.

Tier 2

- RTI will be provided for students in small groups with the support of 5 teaching fellows in grades K-6.
- Teachers and administrators will use the PLC (Professional Learning Communities) *model* to discuss, analyze student work, inform instruction, and design differentiated learning opportunities.
- Teachers will ensure all English Learners receive daily designated ELD that aligns with student's English Language proficiency level.
- Site-Mentors, RCA, and CWAS will support students in the classroom with academic support in areas of engagement, routines, and social-emotional support.
- The TST (Targeted Support Team) will identify students that are not making adequate progress.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.

Tier 3

- The SST (Student Success Team) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.
- Teachers will ensure all Newcomer English Learners receive additional appropriate language support for initial language development.
- Academic support will be provided by RSP teachers with push in and pull out (when appropriate) supports for identified students in all grades
- Academic supports will be provided by certificated staff, teaching fellows, and TSA

Specify enhanced services for EL students:

- EL subgroup data will be analyzed during PLCs to address student learning needs.
- Designated and Integrated ELD instruction will be provided daily.
- Quarterly RFEP monitoring of ELL including RFEP and annual progress
- Goal Setting with students toward RFEP reclassification
- EL afterschool intervention will be provided based upon student needs
- ELPAC assessors will be utilized
- Grade levels may deploy for ELD given student learning needs

Specify enhanced services for low-performing student groups:

- Data chats will be implemented twice per year and regularly through PLC to monitor the progress of Low-performing student groups.
- Professional learning will address identifying the problem of practice, responses, and data chats
- PLCs will include SPED teachers and other support staff to support staff with best practices and to plan with the goal of student improvement.
- African American/Black student groups will be monitored and supported by the CWAS
- Students with Disability will receive ongoing monitoring, receive quarterly progress reports aligned to IEP goals, and meet yearly to review educational plans
- PLC's will aggregate data by student subgroups to determine enhanced services needed to improve overall performance in ELA and Math.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows will support in classrooms to support teachers in Math and ELA instruction including RTI in math and ELA student instruction.	64,229.00
G1A1	Sup & Conc	Instruction	Equip Lease			RICOH Equipment Lease for classroom and site printing to support student learning and family communication.	11,241.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance includes is not limited to tech repairs and replacement of part/hardware.	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors up to 5 days.	2,991.00
G1A1	LCFF: EL	Instruction	Mat & Supp			:	1.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies needed for the instruction of returning students.	19,725.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology used for instruction of students including but not limited to tablets, computers, projectors, Document Cameras, Ebeams, hardware repair/replacement, etc. in the support of increasing student skills within math and ELA.	12,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student materials and supplies such as but not limited to notebooks, graphic organizers, student incentives, manipulatives, printables, paper, whiteboards, text, Ed. tech applications and consumables (poster paper, crayons, paper, etc.) to participate in instruction to support students and families.	35,944.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology used for instruction of students including but not limited to tablets, computers, projectors, Document Cameras, Ebeams, hardware repair/replacement, etc. in the support of increasing student skills within math and ELA.	16,539.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics, posters, certificates, awards, and incentives to support student growth, foster ownership, participation, and improved academic and social/emotional/ behavioral mprovement.	1,500.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Technology used for instruction of students including but not limited to tablets, computers, projectors, Document Cameras, Ebeams, hardware repair/replacement, etc. in the support of increasing student skills within math and ELA.	10,000.00

\$178,170.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Student-centered real world learning experience - Site Defined

- Events, clubs, and field trips that were planned for this year were canceled due to COVID Health guidelines.
- Activities were moved to online platforms such as online concerts, music lessons were online, The Zoo was visited virtually, and other field trip experiences were done through Microsoft Teams.

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

Student-centered real world learning experience - Site Defined

- Events, clubs, and field trips that were planned for this year were canceled due to COVID Health guidelines.
- Activities were moved to online platforms such as online concerts, music lessons were online, The Zoo was visited virtually, and other field trip experiences were done through Microsoft Teams.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Events, clubs, and field trips that were planned for this year were canceled due to COVID Health guidelines.
- Activities were moved to online platforms such as online concerts, music lessons were online, The Zoo was visited virtually, and other field trip experiences were done through Microsoft Teams.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Changes were made due to the update in district goals that are reflected in the entire SPSA from last year to this year.
- If we have the opportunity due to COVID 19 Pandemic and safety health guidelines, we would like to again allow for small group gatherings, field trips, speakers to come on campus, in-person clubs, activities, and other learning experiences to take place..

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

1 SSC:

SSC recommends having opportunities for students to take field trips to out of town locations, allowing opportunities otherwise not afforded to them will increase competencies for workplace success. SSC feels that with increased exposure students will show higher levels of engagement and success.

2 ELAC:

ELAC recommends having opportunities for students to take field trips to out of town locations, allowing opportunities otherwise not afforded to them will increase competencies for workplace success. ELAC feels that with increased exposure students will show higher levels of engagement and success.

3 Staff:

The Pyle staff have met together in a whole group, office hours for input, with ILT separately and then within PLCs, were surveyed with Microsoft Forms, and through email. Data was shared, input was collected, surveys were ranked, a reflection of current practice influencing results was gathered, and the information and input were accumulated to develop the SPSA with specific aligned goals, program decisions, and actions.

Action 1

Title: Inclusive and diverse activities

Action Details:

Pyle Elementary will continue to increase engagement and participation opportunities throughout the year by expanding student-centered and real-world learning experiences through the creation and participation in student-centered clubs, activities, and community opportunities. We will provide an inclusive school climate, focused on building relationships as students learn. Relationship building will be supported through a program that celebrates individual success, increases opportunities for student and parent engagement, and provides programs that will serve to enhance staff-student/families and student-student relationships. Strategically implemented strategies will engage all students through participation in enriching activities, with attention given to reducing disproportional participation while ensuring equity and access to all.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Atlas Engagement data
- Climate and Culture Survey (Student Connectiveness in School)
- Consistent classroom walkthroughs, observation, and feedback (IPG data report)

- Administration
- Teachers
- PLC
- Office Staff
- ILT
- Classified Support Staff

On-Going

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

- All students will be encouraged to participate in activities that are student-centered and include real-world learning experiences within clubs, groups, musical/dance/ drama programs, sports, activities, and events that will encourage attendance, engagement, and promote positive behavior.
- Materials and supplies will be provided for the club, sport, and activity such as but not limited to apparel, art supplies, technology, sports equipment, transportation, paper, and specialty items.

- Students and families will be supplied with the needed supplies and materials to participate in activities that educate and encourage an increase in attendance, increase in engagement and encourage positive behavior, such items include but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials.
- All students will be invited to participate in School-Wide events calendared by the CCT (Climate and Culture Team) to encourage good attendance, engagement, and positive behavior. The calendar will include but not be limited to Read Across America, Autism Awareness, Sports, and Club signup dates, Community events such as March of Dimes Marathon, Pennies for Patients, Red nose Day, Make a Wish WearYour Ears, Red Ribbon Week, Pi Day, STEAMWeek, Constitution day, and Cultural Events.
- All students will be included in classroom activities that expand student-centered and real-world learning experiences as developed by PLCs (Professional Learning Communities) and individual teachers.
- Incentive, recognition, and encouragement programs and activities will be planned by CCT, ILT, and grade level PLCs to increase attendance, engagement, and positive actions and behaviors at school. Such programs as but not limited to Students of the Month, quarterly awards, student of the week, a trait of the day, field days, rallies, treats, snacks, rewards, monthly PROUD focus, materials purchased through graphics and assemblies
- All families will be invited to Coffee Hours, Recognition Assemblies, and activities to educate on the importance of regular attendance, engagement in school, and good behavior. Supplemental Contracts for childcare Food and supplies for parent meetings will be supplied to ensure equity and access to the events.HSL (Home School Liasion) and additional translation services will be provided for meetings and activities to ensure equity and access.
- HSL (Home School Liasion) office staff, teachers, TSA (teacher on Special Assignment), and/or support staff on current events on campus, educational activities for adults, and as needed the progress of their student's attendance, engagement, and behavior as needed. The HSL will support translation with 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
- All Students will participate in student-centered Real-world activities such as field trips, studytrips, community resources, performances, activities, and learning projects. Participation will be recorded within Atlas Engagement participation logs, attendance forms, observation notes, and reflections

Specify enhanced services for EL students:

- Afterschool EL tutoring to support identified students
- Targeted Low performing EI Students will be invited to afterschool EL tutoring to received small groups instruction with difficult classroom material and instruction
- EL Students will be recognized for their growth and achievement each quarter.
- EL Students' families will be contacted and communicated with the Home School Liason to discuss and translate for teachers', students' grades, needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups:

- Disproportionate engagement data from PowerBI and atlas will be reviewed quarterly by the CCT and ILT to plan and support students.
- Priority enrollment will be given low performing students in Goal 2 and 3 activities.

Action 2

Title: Student Centered and Real-World Learning Experiences

Action Details:

Pyle Elementary will continue to increase engagement and participation opportunities throughout the year by expanding student-centered and real-world learning experiences through the creation and participation in student-centered clubs, activities, and community opportunities. We will provide an inclusive school climate, focused on building relationships as students learn. Relationship building will be supported through a program that celebrates individual success, increases opportunities for student and parent engagement, and provides programs that will serve to enhance staff-student/families and student-student relationships. Strategically implemented strategies will engage all students through participation in enriching activities, with attention given to reducing disproportional participation while ensuring equity and access to all.

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

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

- Atlas Engagement Data
- Consistent classroom walkthroughs, observation, and feedback (IPG data report)

Owner(s):

- Administration
- Teachers
- Professional Learning Communities
- Instructional Leadership Team

Timeline:

1. On going

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

- All students will be encouraged to participate in activities that are student-centered and include real-world learning experiences within field trips, community resources, performances, activities, and learning projects, clubs, groups, musical/dance/ drama programs, sports, activities, and events that will encourage attendance, engagement, and promote positive behavior.
- Materials and supplies will be provided for parent meetings, clubs, sport, and activity such as but not limited to food, apparel, art, technology, sports, paper, and specialty items.
- All students will be invited to participate in School-Wide events calendared by the CCT to encourage good attendance, engagement, and positive behavior.
- All students will be included in classroom activities that expand student-centered and real-world learning experiences as developed by PLCs and individual teachers.
- All students will participate in Incentive, recognition, and encouragement programs and activities will be planned by CCT, ILT, and grade level PLCs to increase attendance, engagement, and positive actions and behaviors at school.
- Transportation will be provided for student study trips if funds allow.
- All families will be invited to Coffee Hours and activities to educate on the importance of regular attendance, engagement in school, and good behavior.
- Supplemental Contracts for childcare and translation for parent meetings.
- All Families will be communicated with by HSL (Home School Liaison) office staff, teachers, TSA (teacher on Special Assignment), and/or support staff on current events on campus, educational activities for adults, and as needed the progress of their student's attendance, engagement, and behavior as needed. The HSL will support translation with 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
- Participation will be recorded within Atlas Engagement

Specify enhanced services for EL students:

- Targeted Low performing EL Students will be invited to afterschool EL tutoring to received small groups instruction with difficult classroom material and instruction
- EL Students will be recognized for their growth and achievement each quarter.
- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers', students' grades, needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups:

Disproportionate engagement data from PowerBI and atlas will be reviewed quarterly by the CCT and ILT to plan and support students.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		32.28 %	2020-2021	23.28 %
Suspensions students with 1 or more		0 %	2020-2021	5 %
Chronic Absenteeism (Students with Disabilities)		39.82 %	2020-2021	28.82 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	5 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

- CCT
- ILT
- CWAS
- SSW
- School Psychologist
- TST
- SST
- RCA
- Site Mentors
- Classroom Meetings
- 2nd step Curriculum
- Attendance Incentives
- Nurse/ LVN

Chronic Absenteeism (Students with Disabilities)

- CCT
- ILT
- CWAS
- SSW
- School Psychologist
- TST
- SST

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

Chronic Absenteeism

- Lack of technology
- Access to sustainable internet
- Devices in homes led to some of our students not having the access that others had.
- Social-emotional behavior
- Lack of monitoring during virtual learning

Chronic Absenteeism (Students with Disabilities)

- Lack of technology
- Access to sustainable internet
- Devices in homes led to some of our students not having the access that others had.
- Social-emotional behavior
- Lack of monitoring during virtual learning

Suspensions students with 1 or more

There were no suspensions for the duration of 2020-21 Distance Learning.

Suspensions students with 1 or more (Students With Disabilities)

There were no suspensions for the duration of 2020-21 Distance Learning.

- RCA
- Site Mentors
- Classroom Meetings
- 2nd step Curriculum
- Attendance Incentives
- Nurse/ LVN
- Review IEP as needed (at least once per year)

Suspensions students with 1 or more

There were no suspensions for the duration of 2020-21 Distance Learning.

Suspensions students with 1 or more (Students With Disabilities)

There were no suspensions for the duration of 2020-21 Distance Learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The addition of district, county, and state health and safety guidelines were added due to the COVID 19 Pandemic.
- Additional training, tech resources, materials, and supplies were needed as we shifted from on campus to one hundred percent online distance learning then to a synchronized instructional model (camera in the room that shows students and teaching in the classroom to students learning from home) where other students maintained all online distance learning while others returned to campus for a two days on campus and three days online teaching model.
- Contracts for tutoring, clubs, and sports were not used due to the online teaching model

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Changes were made due to the update in district goals that are reflected in the entire SPSA from last year to this year.
- If we have the opportunity due to COVID 19 Pandemic and safety health guidelines, we would like to again allow for small group counseling, field trips, speakers to come on campus, in-person clubs, and sports.

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

1 SSC:

The Pyle School site council reviewed new and past practices The California Data Dashboard tool and outcomes were reviewed and actions to benefit each of the subgroups were discussed. Specific actions which yield growth outcomes were furthered discussed. Specific actions currently in practice that address inequities and

2 ELAC:

ELAC recommends having opportunities for students to engage in school activities, allowing opportunities otherwise not afforded to them will increase engagement in the school and community. ELAC feels that with increased exposure students will show higher levels of engagement and success.

3 Staff:

The Pyle staff have met together in a whole group, office hours for input, with ILT separately and then within PLCs, were surveyed with Microsoft Forms, and through email. Data was shared, input was collected, surveys were ranked, a reflection of current practice influencing results was gathered, and the information and input

areas of need were reviewed with the School Site Council. SSC members provided feedback and agreed with the programs and action items written within the SPSA

were accumulated to develop the SPSA with specific aligned goals, program decisions, and actions.

Action 1

Title: Student Attendance

Action Details:

Pyle Elementary will continue to engage students in the importance of attending school every day on time, celebrating engagement in school and community, and support students that are in need of improvement in their attendance and engagement. Pyle's Mission and Vision aligned to the district's goals will encourage positive behavior, foster respect and responsibility in staff and students to increase engagement time in class, reduce conflicts with staff and students, increase attendance and engagement while reducing referral and suspension rates, Pyle Elementary will continue to implement a tiered level of response to attendance, engagement and behavior data and incidents and continue effective implementation of Tier 1 Climate and Cultural/Safe and Civil instructional components, which directly relate to decreasing suspension rates, increasing positive attendance rates, create clarity of expectations, lessen distractions for all learners, and enhances campus safety for all students.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Atlas attendance, behavioral, and engagement data *including daily attendance reports, weekly attendance report, chronic absenteeism, quarterly engagement report, quarterly behavioral reports through Atlas*
2. Power BI data *including daily attendance reports, weekly attendance report, chronic absenteeism, quarterly engagement report, quarterly behavioral reports*
3. Climate and Culture Survey Data, classroom surveys, and school-wide survey forms *including student surveys, family surveys, staff surveys, and Pyle population surveys*
4. Observational data and participation data collection through Classroom walks, data collection (IPG Data Report), and feedback

Owner(s):

- Admin
- Teachers
- Support Staff

Timeline:

- Ongoing
- Quarterly

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

Tier 1

- Morning Meetings will be implemented by all classroom teachers daily to promote relationships and connectivity to school while increasing attendance and engagement.
- Push-in inclusive practice from SDC classrooms into General education classrooms will be maintained each day.
- CHAMPS/ MAC expectations practices that will be part of all teachers' lesson plans and actions to ensure clarity and safety.
- Guidelines for Success (PROUD) will be implemented school-wide by all staff with an aligned school-wide incentive system.
- SEL (Social Emotional Learning) skills will be taught through Second Step Curriculum by all classroom teachers to promote self-awareness, self-management, and social awareness, leading to increased engagement in school and community.
- OBPP (Olweus Bullying Prevention Program) will be implemented by all classroom teachers with weekly class meetings to prevent bullying and build relationships among staff and students that will promote attendance, engagement, and a sense of belonging.
- Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.

- Classified and Certificated Staff will be provided additional compensation to support student engagement.
- Incentives will be used to recognize students for their growth, recognition, and achievement.
- On-going analysis of identified subgroups such as those identified on the California Dashboard (Hispanic, Homeless, and White/ All student) will be monitored to ensure equity and access.
- Substitute release time for certificated staff will be used to plan instruction, attend PL, observe peers, attend ILT, CCT, and SST.
- Professional development will be provided to build staff SEL capacity.
- Administrators and teachers will analyze site and district data results to adjust instruction to meet student needs and design differentiated learning opportunities.

Tier 2

- MTSS will be provided to meet students' needs.
- Incentives, awards, assemblies, and engagement opportunities will be provided.
- Site-Mentors, RCA, and CWAS (social worker) will support students in the classroom with academic and social-emotional support.
- The TST (Targeted Support Team) will identify students that are not making adequate progress.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- CWAS will work with families and students that are identified in TST and SST meetings that need additional support in SEL, engagement, and school connectivity.

Tier 3

- The SST (Student Success Team) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.
- SEL supports will be provided either in the classroom or pullout by SSW, All4Youth, and CWAS.

Specify enhanced services for EL students:

- Targeted Low performing EL Students will be invited to afterschool EL tutoring to receive small groups instruction with difficult classroom material and instruction
- EL Students will be recognized for their growth and achievement each quarter.
- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers', students' grades, needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups:

- Student subgroups identified by the California Dashboard (Hispanic, Homeless, and White/ All student) data will be reviewed quarterly by the CCT and ILT to identify needs and plan specific supports.
- Families will be invited to Coffee Hours, Recognition Assemblies, and activities to educate on the importance of regular attendance, engagement in school, and good behavior.
- Supplemental Contracts for childcare will be provided
- Food and supplies for parent meetings will be supplied
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

Action 2

Title: Lowering Suspension Rate

Action Details:

Pyle Elementary will continue to improve overall suspension rates as well as decrease the number of suspensions for students who are disproportionately suspended. by engaging students in the importance of attending school every day on time, celebrating engagement in school and community, continue to improve practices that build relationships between staff, families, and students, and support students that are in need of improvement in their behaviors, attendance, and engagement. Pyle's Mission and Vision aligned to the district's goals will encourage positive behavior, foster respect and responsibility in staff and students to increase engagement time in class, reduce conflicts with staff and students, increase attendance and engagement while reducing referral and suspension rates, Pyle Elementary will continue to implement a tiered level of response to attendance, engagement and behavior data and incidents and continue effective implementation of Tier 1 Climate and Cultural/Safe and Civil instructional components, which directly relate to decreasing suspension rates, increasing positive attendance rates, create clarity of expectations, lessen distractions for all learners, and enhances campus safety for all students. Pyle will foster a Restorative Type Practice approach to student discipline. The Climate & Culture Team is leading the work in building systems and processes to address student behavioral needs to create a safe and effective learning environment.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Atlas behavioral, and engagement data *including quarterly engagement reports, quarterly behavioral reports.*
2. Power BI data *including daily attendance reports, weekly attendance report, chronic absenteeism, quarterly engagement report, quarterly behavioral reports*
3. *Climate and Culture Survey Data, classroom surveys, and school-wide survey forms including student surveys, family surveys, staff surveys, and Pyle population surveys*
4. *Observational data and participation data collection through Classroom walks, data collection (IPG Data Report), and feedback*

Owner(s):

- Teachers
- **Support staff**
- **CCT**
- **ILT**
- Admin

Timeline:

- Review Quarterly

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

Tier 1

- - Morning Meetings will be implemented by all classroom teachers daily to promote relationships and connectivity to school.
 - Push-in inclusive practice from SDC classrooms into General educations classrooms will be maintained each day.
 - CHAMPS/ MAC expectations practices that will be part of all teachers' lesson plans and actions to ensure clarity and safety.
 - Guidelines for Success (PROUD) will be implemented school-wide by all staff with an aligned school-wide incentive system.
 - SEL (Social Emotional Learning) skills will be taught through Second Step Curriculum by all classroom teachers to promote self-awareness, self-management, and social awareness, leading to a decrease in suspension.
 - OBPP (Olweus Bullying Prevention Program) will be implemented by all classroom teachers with weekly class meetings to prevent bullying and build relationships among staff and students that will promote attendance, engagement, and a sense of belonging.
 - Materials and supplies will be purchased such as but not limited to notebooks, graphics, manipulatives, whiteboards, text, and consumables.
 - Classified and Certificated Staff will be provided additional compensation to support student engagement.
 - Incentives will be used to recognize students for their growth, recognition, and achievement.
 - On-going analysis of identified subgroups such as but not limited to EL African American/Black students, SPED [students receiving Special Education Services], Homeless and Foster Youth, will be monitored to ensure equity and access.
 - Substitute release time for certificated staff will be used to plan instruction, attend PL, observe peers, attend ILT, CCT, and SST.
 - Professional development will be provided to build staff SEL capacity.
 - Administrators and teachers will analyze site and district data results to adjust instruction to meet student needs and design differentiated learning opportunities.

Tier 2

- MTSS will be provided to meet students' needs.
- Incentives, awards, assemblies, and engagement opportunities will be provided.
- Site-Mentors, RCA, and CWAS will support students in the classroom with academic and social-emotional support.
- The TST (Targeted Support Team) will identify students that are not making adequate progress in Tier I.
- Admin will monitor and support the implementation of a Multi-Tiered System of Support (MTSS) in grades TK-6.
- CWAS will work with families and students that are identified in TST and SST meetings that need additional support in SEL, engagement and school connectivity.

Tier 3

- The SST (Student Success Team) will be utilized to identify students that are not making adequate progress in Tier I and Tier II.
- SEL supports will be provided either in the classroom or pullout by SSW, All4Youth, and CWAS (when needed).

Specify enhanced services for EL students:

- Targeted Low performing EL Students will be invited to afterschool EL tutoring to receive small groups instruction with difficult classroom material and instruction
- EL Students will be recognized for their growth and achievement each quarter.
- EL Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers', students' grades, needs, communicate events, documents, meetings, and student progress.

Specify enhanced services for low-performing student groups:

- Student subgroups identified by the California Dashboard (Asian/ Pacific Islander, Homeless, and Students with Special Needs) data will be reviewed quarterly by the CCT and ILT to identify needs and plan specific supports.
- Families will be invited to Coffee Hours, Recognition Assemblies, and activities to educate on the importance of regular attendance, engagement in school, and good behavior.
- Supplemental Contracts for childcare will be provided
- Food and supplies for parent meetings will be supplied
- Support staff such as the HSL will provide translation for communication, meetings, and activities to ensure equity and access.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	SSW - will support students in areas of engagement and social-emotional supports. Review data with the TST /SST to support student needs and ensure effective implementation, communication with all stakeholders, and reflection for refinement of practices. *Supports all Goal 3 Actions*	54,755.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Resource Cnslg Assistant will support students in areas of engagement and social-emotional supports. Review data to ensure effective implementation, communication with all stakeholders, and reflect for refinement of practices.	12,257.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			joint Opportunities (Hand in Hand Mentoring) : Hand in Hand Mentors will support students in areas of academics, engagement, routines, behavioral, and social-emotional support., attend TST meetings to review student progress and supports, communicate with stakeholders, and identify trends and create action plans.	69,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1550	Home School Liaison Spanish to assist with communication with families, attendance, parent meetings (SSC, ELAC, Coffee Hour/Connect, etc.) engagement, and translation to support EL learners and families. *Supports Goal 5 Actions*	10,932.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5950	Home School Liaison Spanish to assist with communication with families, attendance, parent meetings (SSC, ELAC, Coffee Hour/Connect, etc.) engagement, and translation to support EL learners and families. *Supports Goal 5 Actions*	41,963.00

\$188,907.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Included		61.98 %	2019-2020	72 %
Staff Survey – Overall Positive in Belonging Domain		54.6 %	2019-2020	65 %
Staff Goal - Site Defined		0 %	2020-2021	10 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

(There was not a specific goal for staff in the current SPSA)

The following actions have increased recruitment and retention of staff reflecting on the diversity of our community as evidenced by Site-Based Surveys:

- CCT (Climate and Culture Team) meets twice per month to review data, identify trends, create goals and action plans to support staff with engagement and a positive sense of belonging. Includes but is not limited to site-aligned procedures and protocols to create a safe and positive working environment and overall positive school climate, team-building events, and activities
- PLC (Professional Learning Communities) work in partnership to build professional relationships, efficacy, and capacity. PLCs meet weekly to collaborate and support one another in using the cycle of continuous improvement, development of an instructional assessment calendar utilizing district-aligned GVC, common CFAs/IABs, and, instructional shifts, as evidenced through PLC agendas, minutes, and observations. Includes but not limited to Special education and General education teachers collaborate to reflect on data, plan for student goals, and work in partnership to support instruction as evidenced through PLC agendas, minutes, and observations
- Site Administration in partnership with ILT (Instructional Leadership Team) and the CCT (Climate and Culture Team) create aligned practices site-wide to provide consistency and clarity around site-wide practices that allow educators to work together to support their students. Included but not limited to all teachers engage in grade-level ELA and Math instruction using Wonders and Go Math, SEL (Social Emotional Learning) components of Morning Meetings, Second Step, (PROUD) Guidelines for Success and Levels of Misbehavior, as evidenced through Atlas and observation data
- Administration along with site TSA (Teacher on Special Assignment) and District Instructional Coaches provide site PL (Professional Learning) work in a collaborative process to provide PL based

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

Staff Goal - Site Defined

- The unpredictability of the COVID 19 crises has made it difficult for staff to connect with one another and created a need for more staff engagement and connection activities to foster staff sense of belonging.
- Due to less synchronous minutes, teachers felt overwhelmed with instructional demands.
- Due to distance learning constructs, staff was not able to connect with students the same way they did when in person.
- Staff was overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.
- Extra pay contracts were not utilized due to COVID limitations

Staff Survey – Overall Positive in Belonging Domain

- The unpredictability of the COVID 19 crises has made it difficult for staff to connect with one another and created a need for more staff engagement and connection activities to foster staff sense of belonging.
- Due to less synchronous minutes, teachers felt overwhelmed with instructional demands.
- Due to distance learning constructs, staff was not able to connect with students the same way they did when in person.
- Staff was overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.

Student Survey - Included

- The unpredictability of the COVID 19 crises has made it difficult for staff and students to connect with one another.
- Due to less synchronous minutes, teachers and students felt overwhelmed with instructional

upon teacher input and site data collection as evidenced by agendas and input surveys. Includes but is not limited to Distance learning, Wonders Reading strategies, ELD (English Language Development) instructional Practices, SEL (Social Emotional Learning), and PLC (Professional Learning Community) functionality

- To support teacher initial instruction, the ASES (After School Educational & Safety Program) and ELD (English Language Development) After School Support provided academic support to students needing additional assistance as evidenced by engagement data
- To support communication, encourage involvement and build collective ownership among educators, families, and community, the SSC (School Site Council), ELAC (English Language Advisory Committee), Pyle Coffee Hour, Pyle Family Connect are facilitated to engage, inform, and educate as evidenced by agendas, surveys, and participation data

Staff Survey – Overall Positive in Belonging Domain

The following actions have increased recruitment and retention of staff reflecting on the diversity of our community:

- Maintain office hours
- PL is provided according to teacher need
- Admin support within ILT and CCT meetings

Student Survey - Included

The following actions have increased recruitment and retention of staff reflecting on the diversity of our community:

- CCT (Climate and Culture Team) meets twice per month to review data, identify trends, create goals and action plans to support staff with building relationships with students through Morning Meetings, Class Meetings, and Social-Emotional Learning strategies. Includes but is not limited to site-aligned procedures and protocols to create a safe and positive learning environment and overall school climate, team-building events, and activities
- PLC (Professional Learning Communities) work in partnership to build professional relationships, efficacy, and capacity, which allows them to deliver impactful and engaging lessons that meet the diverse student needs. PLCs meet weekly to collaborate and support one another in using the cycle of continuous improvement, development of an instructional assessment calendar utilizing district-aligned GVC, common CFAs/IABs, and, instructional shifts, as evidenced through PLC agendas, minutes, and observations. Includes but not limited to Special education and General education teachers collaborate to reflect on data, plan for student goals, and work in partnership to support instruction as evidenced through PLC agendas, minutes, and observations
- Site Administration in partnership with ILT (Instructional Leadership Team) and the CCT (Climate and Culture Team) create aligned practices site-wide to provide consistency and clarity around site-wide practices that allow educators to work together to support their students. Included but not limited to all teachers engage in grade-level ELA and Math instruction using Wonders and Go Math, SEL (Social Emotional Learning) components of Morning Meetings, Second Step, (PROUD) Guidelines for Success and Levels of Misbehavior, as evidenced through Atlas and observation data
- ASES (After School Educational & Safety Program) and ELD (English Language Development) After School Support provided academic support to students needing additional assistance as evidenced by engagement data

demands.

- Due to distance learning constructs, staff was not able to connect with students the same way they did when in person.
- Staff, students, and families were overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The unpredictability of the COVID 19 crises has made it difficult for all school staff to connect with one another.
- Due to transition to distance learning, staff was not able to engage in the same capacity.
- Due to learning from home, staff members felt overwhelmed with additional demands.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Due to the Staff goal not being in this year's SPSA, there are no changes to be made for the upcoming SPSA.

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

1 SSC:

SSC recommends having opportunities for families and staff to communicate more, more school activities, increase positive relationships between families and staff to increase job satisfaction, SSC feels that with increased exposure for students will show higher levels of engagement and success which will in turn make staff feel successful.

2 ELAC:

ELAC recommends having opportunities for families and staff to communicate more, more school activities, increase positive relationships between families and staff to increase job satisfaction, SSC feels that with increased exposure for students will show higher levels of engagement and success which will in turn make staff feel successful.

3 Staff:

The Pyle staff have met together in a whole group, with ILT separately and then within PLCs, were surveyed with Microsoft Forms, and through email. Data was shared, input was collected, surveys were ranked, a reflection of current practice influencing results was gathered, and the information and input were accumulated to develop the SPSA with specific aligned goals, program decisions, and actions. Additional opportunities to be in social spaces together, continue peer support with planning and development of programs, improve communication and clarity around expectations, and increase positive relationship development.

Action 1

Title: Recruitment and Retention of Staff

Action Details:

Pyle will focus on the goal of increasing recruitment and retention of staff reflecting on the diversity of our community by providing School-wide PL (professional learning) with a focus on Cultural Proficiency through Training, providing a positive working environment for all, and opportunities to build positive relationships between staff members.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Climate and Culture surveys
- Input forms and surveys

Owner(s):

- CCT
- TSA
- Vice Principals
- Principal
- All staff members

Timeline:

- On going

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

- The team will use the Cultural Proficiency Development/Training to reflect on the diversity of the campus culture and community quarterly through surveys
- Communication among staff (classified, management, and certificated) will be improved through talking points.
- Cultural proficiency training will reflect the district's actions, strategies for job duty improvement, job satisfaction, and input surveys.
- Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens
- All staff will be encouraged to communicate through exit surveys after each meeting, quarterly surveys, ongoing input portal, and on a communication exchange platform such as Talking points, Microsoft Teams, and Outlooks Materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens
- CCT (Climate and Culture Team) will evaluate Tier 1 practices that foster a positive school climate through the use of Tier 1 Rubric, collect school-wide data to measure progress and create actions for continual improvement, analyze data and identify gaps in current practices, Implement staff engagement practices that celebrate diversity. supplementary contracts will be given for additional grade level participation, materials and supplies will be provided such as but not limited to technology for presentation and resources, paper, copies, folders, pens
- School-wide PL (professional learning) will focus on Cultural Proficiency Training, providing a positive working environment for all, and opportunities to build positive relationships between staff members
- School-wide PL will focus on meeting the needs of low-performing students, EL Learner, underserved populations identified within data trends (contracts/subs)

Specify Professional Development or Staff Services to support EL students:

- Providing School-wide PL (professional learning) will focus on Cultural Proficiency Training,
- Providing School-wide PL (professional learning) will focus on meeting the needs of EL Learners

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

- Providing School-wide PL (professional learning) will focus on Cultural Proficiency Training,
- Providing School-wide PL (professional learning) will focus on meeting the needs of low-performing students, (contracts/subs)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes to cover certificated employees to attend Professional learning to improve Cultural diversity practices, educational/social-emotional learning, data chats, ILT, and CCT meetings review, PL, and collaboration to identify school-wide trends, review engagement data, identify problems of practice, provide input and action plans, and collaborate for the next steps.	4,683.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support CCT, ILT, tutorial, Professional Learning opportunities, coaching to improve instructional practices and planning,	8,740.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contracts for classified professional learning.	2,536.00

\$15,959.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		92.19 %	2019-2020	97 %
Family Goal - Site Defined		0 %	2020-2021	10 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Family Goal - Site Defined

The following actions have increased inclusive opportunities for families to engage in their student's education as evidenced by attendance and engagement data:

- CCT ensured site-aligned procedures and protocols to create a safe and positive school climate and culture, such as family events and activities.
- PLCs, CCT, ILT, and Admin work in partnership with families to build relationships and inform of student progress as well as provide strategies on how families can support students at home.
- SSC , ELAC , Pyle Coffee Hour, Pyle Family Connect are facilitated to engage, inform, and educate as evidenced by agendas, surveys, and participation data
- HSL attends parent meetings and assists with translation services.
- Communication through the Pyle website, Peachjar, and Social Media platforms.

Parent Survey - Respected and welcomed

- Staff training is conducted around Cultural Proficiency to train staff on inclusive practices.
- Office staff meets weekly with the administration to review office customer service procedures and creates actions to promote a positive and inclusive office environment.

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

Family Goal - Site Defined

- The unpredictability of the COVID 19 crises has made it difficult for families to connect with the school staff.
- Due to transition to distance learning, families were not able to engage the same capacity, which significantly decreased family participation.
- Due to learning from home, families felt overwhelmed with additional demands.
- Families were overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.

Parent Survey - Respected and welcomed

- The unpredictability of the COVID 19 crises has made it difficult for families to connect with the school staff on a closed campus.
- Due to transition to distance learning, families were not able to engage the same capacity, which significantly decreased family participation. Some families were unable to connect virtually to parent meetings.
- Due to learning from home, families felt overwhelmed with additional demands.
- Families were overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The unpredictability of the COVID 19 crises has made it difficult for families to connect and engage with the school staff.
- Due to transition to distance learning, families were not able to engage the same capacity, which significantly decreased family participation.
- Due to learning from home, families felt overwhelmed with additional demands.

- Families were overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- The unpredictability of the COVID 19 crises has made it difficult for families to connect with the school staff.
- Due to transition to distance learning, families were not able to engage the same capacity, which significantly decreased family participation.
- Due to learning from home, families felt overwhelmed with additional demands.
- Families were overwhelmed by the need to adapt to ongoing changes as a result of the shift from in-person to distance learning.

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

1 SSC:

SSC recommends having opportunities for families to engage with students including site events and field trips to out of town locations, allowing opportunities otherwise not afforded to them will increase engagement. SSC feels that with increased opportunities for families will result in higher levels of engagement and success for both students and families.

2 ELAC:

ELAC recommends having opportunities for families to engage with students including site events and field trips to out of town locations, allowing opportunities otherwise not afforded to them will increase engagement. ELAC feels that with increased opportunities for families will result in higher levels of engagement and success for both students and families.

3 Staff:

The Pyle staff have met together in a whole group, with ILT separately and then within PLCs, were surveyed with Microsoft Forms, and through email. Data was shared, input was collected, surveys were ranked, a reflection of current practice influencing results was gathered, and the information and input were accumulated to develop the SPSA with specific aligned goals, program decisions, and actions.

Action 1

Title: Family Engagement

Action Details:

Pyle Elementary will continue to increase inclusive opportunities for families to engage in their students' education. Communication with families around weekly School-wide events and activities through weekly Parent Connect newsletter, Coffee Hours, SSC, ELAC, classroom Week at a Glance for classroom activities, monthly planned and calendar family events that will be communicated through Peach Jar, school website, social media, and the Talking Points Text App. for ongoing two-way communication.

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

Explain the Progress Monitoring and data used for this Action

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

1. Participation (staff, students, family, community members) will be recorded within Atlas Engagement participation logs, attendance forms, observation notes, and reflections
 - staff organizing and implementing activities, groups, clubs, meetings, events, etc will take attendance and track participation using the Atlas engagement tool.
 - Support staff (includes but is not limited to OA (Office Assistant), Office staff, HSL (Home School Liaison), TF (Teaching Fellows), Paraeducators, SSW (School Social Worker), SP (School Psychologist), Hand in Hand Site-Mentors, RCA (Resource Counseling Assistant), and CWAS (Child Welfare & Attendance II Specialist), will support students in areas of engagement and social-emotional supports. Review data to ensure effective implementation, communication with all stakeholders, and reflect for refinement of practices.
 - The CCT (Climate and Culture Team) will meet regularly to do the following but not limited to; review engagement data identify trends and patterns, develop a school-wide plan to promote engagement for families, provide information to staff, gather input from staff, and review school-wide data and action quarterly for refinement of actions.
 - The ILT (Instructional Leadership Team) will meet quarterly with the CCT (Climate and Culture Team) to review engagement data, the identified problem of practice, provide input on action plans, and collaborate on the next steps.
 - PLCs (Professional Learning Communities), including General Education and Special Education Staff, will meet regularly to discuss engagement data as well as develop strategies to address trends and needs, create plans and activities to meet the goal of expanding student-centered and real-world learning experiences

Owner(s):

- Admin
- Teachers
- **Support staff**
- **CCT**
- **ILT**

Timeline:

- Quarterly Review

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

- Pyle families will be encouraged to communicate with staff in conjunction with **ILT**(Instructional Leadership Team) and **CCT** (Climate and Culture Team) as they provide ongoing communication through various outlets (includes but now limited to Peachjar, Newsletters, Coffee Hours, School Site Council, English Learner Advisory Committee, etc.) to support parent and student involvement, improve attendance and school connectedness. Items such items include but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, other materials, food, water, incentives, translation, and babysitting will be provided.
- Pyle families will be encouraged to participate with staff as they plan calendared events created by the CCT (Climate and Culture Team) and **ILT**(Instructional Leadership Team) to increase inclusive opportunities for families to engage in their students' education. The calendar could include but not be limited to monthly coffee hours, Back To School Night, Parent-Teacher Conferences, Open House, Quarterly Academic and Performance activities, School Site Council Meetings, ELAC (English Learner Advisory Committee) meetings. Opportunities to participate in school events such as Read Across America, Autism Awareness, Sports, and Club, Community events such as March of Dimes Marathon, Pennies for Patients, Red nose Day, Make a Wish Wear Your Ears, Red Ribbon Week, Pi Day, STEAM Week, Constitution day, and Cultural Events. Items such items include but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, other materials, food, water, incentives, translation, and babysitting will be provided.
- Families will be encouraged to participate in the ongoing communication from the Pyle staff in conjunction with **ILT**(Instructional Leadership Team) and **CCT** (Climate and Culture Team) will provide ongoing communication through various outlets (includes but now limited to Peachjar, Newsletters, Coffee Hours, School Site Council, English Learner Advisory Committee, Talking Points App, etc.) to support parent and student involvement, improve attendance and school connectedness. Items such items include but are not limited to access to technology, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, other materials, food, water, incentives, translation, and babysitting will be provided.
- Families will be encouraged to attend events organized by Staff that will be encouraged to mentor and host (supplementary contracts for participation and planning) Clubs, groups, musical/dance/ drama programs, sports, activities, and events that will encourage attendance, engagement, and promote positive behavior. Materials and supplies will be provided for the club, sport, and activity such as but not limited to apparel, art supplies, technology, sports equipment, transportation, paper, and specialty items.
- All families will be invited to Coffee Hours, Recognition Assemblies, and activities to educate on the importance of regular attendance, engagement in school, and good behavior. Supplemental Contracts for childcare Food and supplies for parent meetings will be supplied to ensure equity and access to the events.HSL (Home School Liaison) and additional translation services will be provided for meetings and activities to ensure equity and access.
- All Families will be communicated with by HSL (Home School Liaison) office staff, teachers, TSA (teacher on Special Assignment), and/or support staff on current events on campus, educational activities for adults, and as needed the progress of their student's attendance, engagement, and behavior as needed. The HSL will support translation with 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

- Participation will be recorded within participation logs, attendance forms, observation notes, and reflections

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

- EL families will be invited to Coffee Hours, Recognition Assemblies, and activities to educate on the importance of regular attendance, engagement in school, and good behavior. Supplemental Contracts for childcare Food and supplies for parent meetings will be supplied to ensure equity and access to the events. HSL (Home School Liaison) and additional translation services will be provided for meetings and activities to ensure equity and access.
- EL Families will be communicated with by HSL (Home School Liaison) office staff, teachers, TSA (teacher on Special Assignment), and/or support staff on current events on campus, educational activities for adults, and as needed the progress of their student's attendance, engagement, and behavior as needed. The HSL will support translation with applicable while also assisting in overall communication with all families. When needed HSL will make home visits to ensure equity and access to all families, mileage reimbursement/allowance will be used for the HSL home visits, and parent outreach

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

- Low-performing Students' families will be contacted and communicated with the Home School Liaison to discuss and translate for teachers', students' grades, needs, communicate events, documents, meetings, and progress between the teacher and family to support English Learner instruction and reading intervention
- Low-performing students' families will be invited to Coffee Hours, Recognition Assemblies, and activities to educate on the importance of regular attendance, engagement in school, and good behavior. Supplemental Contracts for childcare Food and supplies for parent meetings will be supplied to ensure equity and access to the events. HSL (Home School Liaison) and additional translation services will be provided for meetings and activities to ensure equity and access.
- Low-performing students' families will be communicated with by HSL (Home School Liaison) office staff, teachers, TSA (teacher on Special Assignment), and/or support staff on current events on campus, educational activities for adults, and as needed the progress of their student's attendance, engagement, and behavior as needed. The HSL will support translation with 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0370 Pyle Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Bks & Ref			: Talking Points for communication with students and Families and other site licenses to be determined. *Supports Goal 1-3 Actions*	2,619.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: **NO FOOD OR INCENTIVES** Materials and supplies for families to participate in school activities and meetings such as Parent Coffee hour, SSC, and Back to school, etc. to increase student success in math and ELA.	2,112.00
G5A1	Sup & Conc	Instruction	Bks & Ref			: Talking Points for communication with students and Families and other site licenses to be determined. *Supports Goal 1-3 Actions*	6,922.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Support of parents and student involvement to improve attendance, and school connectedness; items such as babysitting, translation, meeting/ activity supports.	6,342.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Supplies for Parent Involvement and meetings.	1,000.00
G5A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	1004635 Additional School time.1/2 day. SPED assessments and consultation School Psychologist will support students in areas of engagement and social-emotional supports. *Supports Goal 3 Actions*	16,284.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Mileage for family communication, home visits, student supports, and improve attendance.	500.00

\$35,779.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0370 Pyle Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows will support in classrooms to support teachers in Math and ELA instruction including RTI in math and ELA student instruction.	64,229.00
G1A1	Sup & Conc	Instruction	Equip Lease			RICOH Equipment Lease for classroom and site printing to support student learning and family communication.	11,241.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance includes is not limited to tech repairs and replacement of part/hardware.	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors up to 5 days.	2,991.00
G1A1	LCFF: EL	Instruction	Mat & Supp		:		1.00
G1A1	One-Time School	Instruction	Mat & Supp		:	Materials and Supplies needed for the instruction of returning students.	19,725.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology used for instruction of students including but not limited to tablets, computers, projectors, Document Cameras, Ebeams, hardware repair/replacement, etc. in the support of increasing student skills within math and ELA.	12,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student materials and supplies such as but not limited to notebooks, graphic organizers, student incentives, manipulatives, printables, paper, whiteboards, text, Ed. tech applications and consumables (poster paper, crayons, paper, etc.) to participate in instruction to support students and families.	35,944.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Technology used for instruction of students including but not limited to tablets, computers, projectors, Document Cameras, Ebeams, hardware repair/replacement, etc. in the support of increasing student skills within math and ELA.	16,539.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics, posters, certificates, awards, and incentives to support student growth, foster ownership, participation, and improved academic and social/emotional/ behavioral mprovement.	1,500.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Technology used for instruction of students including but not limited to tablets, computers, projectors, Document Cameras, Ebeams, hardware repair/replacement, etc. in the support of increasing student skills within math and ELA.	10,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	SSW - will support students in areas of engagement and social-emotional supports. Review data with the TST /SST to support student needs and ensure effective implementation, communication with all stakeholders, and reflection for refinement of practices. *Supports all Goal 3 Actions*	54,755.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Resource Cnslg Assistant will support students in areas of engagement and social-emotional supports. Review data to ensure effective implementation, communication with all stakeholders, and reflect for refinement of practices.	12,257.00
G3A2		Guidance & Counseling Services	Subagreements				20,000.00

G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			joint Opportunities (Hand in Hand Mentoring) : Hand in Hand Mentors will support students in areas of academics, engagement, routines, behavioral, and social-emotional support., attend TST meetings to review student progress and supports, communicate with stakeholders, and identify trends and create action plans.	69,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.1550	Home School Liaison Spanish to assist with communication with families, attendance, parent meetings (SSC, ELAC, Coffee Hour/Connect, etc.) engagement, and translation to support EL learners and families. *Supports Goal 5 Actions*	10,932.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.5950	Home School Liaison Spanish to assist with communication with families, attendance, parent meetings (SSC, ELAC, Coffee Hour/Connect, etc.) engagement, and translation to support EL learners and families. *Supports Goal 5 Actions*	41,963.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitutes to cover certificated employees to attend Professional learning to improve Cultural diversity practices, educational/social-emotional learning, data chats, ILT, and CCT meetings review, PL, and collaboration to identify school-wide trends, review engagement data, identify problems of practice, provide input and action plans, and collaborate for the next steps.	4,683.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support CCT, ILT, tutorial, Professional Learning opportunities, coaching to improve instructional practices and planning,	8,740.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contracts for classified professional learning.	2,536.00
G5A1	Title 1 Basic	Instruction	Bks & Ref			: Talking Points for communication with students and Families and other site licenses to be determined. *Supports Goal 1-3 Actions*	2,619.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: **NO FOOD OR INCENTIVES** Materials and supplies for families to participate in school activities and meetings such as Parent Coffee hour, SSC, and Back to school, etc. to increase student success in math and ELA.	2,112.00
G5A1	Sup & Conc	Instruction	Bks & Ref			: Talking Points for communication with students and Families and other site licenses to be determined. *Supports Goal 1-3 Actions*	6,922.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Support of parents and student involvement to improve attendance, and school connectedness; items such as babysitting, translation, meeting/ activity supports.	6,342.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Supplies for Parent Involvement and meetings.	1,000.00
G5A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1004635 Additional School time.1/2 day. SPED assessments and consultation School Psychologist will support students in areas of engagement and social-emotional supports. *Supports Goal 3 Actions*	16,284.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			Local Mileage for family communication, home visits, student supports, and improve attendance.	500.00

\$418,815.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$80,960.00
Sup & Conc	7090	\$263,175.00
LCFF: EL	7091	\$44,955.00
One-Time School	7099	\$29,725.00
Grand Total		\$418,815.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$178,170.00
G3 - Increase student engagement in their school and community	\$188,907.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$15,959.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$35,779.00
Grand Total	\$418,815.00