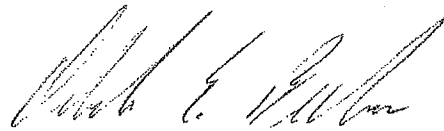


Bullard Talent K-8

10621666006100

Principal's Name: Orlando Bellomo

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

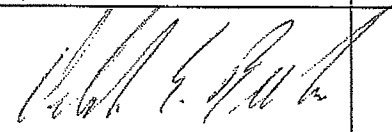
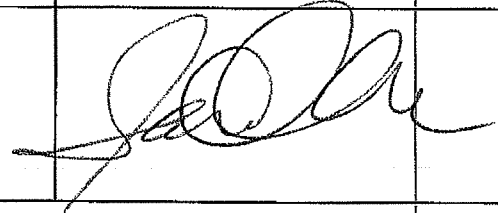
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>	
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Orlando Bellomo	X				
2. Chairperson - Sandra Cloney-Munox				X	
3. Ariceli Alvarado				X	
4. Dee Dee Buchanan				X	
5. Andrea Marshall				X	
6. Suzanne Summers				X	
7. Martha Garcia			X		
8. Rachel Giosa		X			
9. Kathy Eastwood		X			
10. Jared Kaiser		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input 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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Orlando Bellomo		03-17-17
SSC Chairperson	Sandra Cloney-Munoz		03-17-17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$35,113
7090	LCFF Supplemental & Concentration	\$145,859
7091	LCFF for English Learners	\$8,763
		\$189,735
TOTAL 2017/18 ON-SITE ALLOCATION		\$189,735

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$730
Remaining Title I funds are at the discretion of the School Site Council	\$34,383
Total Title I Allocation	\$35,113

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	3/17	N/A ³	45.90%	49.81%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	3/17	N/A ³	33.77%	41.64%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	3/17	0.00% ⁴	46.32%	48.70%	33.71%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	3/17	N/A ⁷	N/A ⁷	44.72%	53.53%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	1/4	N/A ⁸	N/A ⁸	39.56%	37.39%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative Assessments) - Standard Met/Exceeded (Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
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13-10

<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	2/16	25.00%	31.58%	39.29%	29.17%	<ul style="list-style-type: none"> •LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	4/17*	17.39%	40.00%	N/A ⁹	N/A ⁹	<ul style="list-style-type: none"> •LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	3/16	59.26%	30.77%	47.06%	41.18%	<ul style="list-style-type: none"> •LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	2/17	96.85%	96.69%	97.08%	97.00%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	2/17	2.66%	3.71%	2.89%	3.02%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	4/17	N/A ¹⁰	N/A ¹⁰	30.81%	27.14%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	2/17	4.30%	0.00%	0.13%	0.13%	<ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	1/17	4.30%	4.91%	0.79%	1.97%	<ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/17	0.00%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> •LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	1/17	0.56%	0.00%	0.00%	0.00%	<ul style="list-style-type: none"> •LCAP Dashboard - 5PupilEngagement

<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	17/17	80.89%	99.73%	52.89%	42.31%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	4/17	N/A ¹³	N/A ¹³	64.43%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	3/17	N/A ¹³	N/A ¹³	77.41%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	3/17	N/A ¹³	N/A ¹³	64.35%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore

would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Bullard Talent K-8 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	50	80	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Develop and implement a system of academic support provided by certificated Classroom Teachers and Tutors that focuses on reading by 3rd Grade. Efforts will be made to ensure that all students possess the foundational reading skills necessary to be able to read on grade level in each progressing grade K-3. Teachers will provide small group instruction in class (Tier I Intervention) to focus on student need. Certificated Tutors will work as members of grade level Accountable Communities and alongside Classroom Teachers, will use Common Formative Assessment to identify Tier II students. Tutors will provide support both in push in and pull out models. Teachers will be provided release time to attend SST and 504 meetings as necessary to determine the best strategies to meet the needs of all learners.

SMART Goals

By the end of the 2017-2018 school year, 80% of students in K-3rd Grade will be reading on grade level.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Student progress will be measured based on the following assessments

Owner(s):

Teachers, Administration, Certificated Tutors

Timeline:

3 Times per Year (Fall, Winter, Spring)

- **BAS assessment proctored by Classroom Teachers during provided release time.**
- **Wonders Fluency Assessment**
- **AC generated CFAs**
- **Ongoing progress monitoring between Certificated Tutors and ACs during scheduled collaboration time**
- **Feedback provided by Administration through use of the Instructional Practice Guide during classroom observations.**

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Progress Reports including Classroom Teacher and Certificated Tutor feedback sent home each quarter.
- Regular reporting of student progress by Administration during meetings of the PTSA
- Attendance Clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and phone to parents of identified Tier I and Tier II students, specifically for the purpose of informing parents about progress
- Communicate and Facilitate Parent Access to ATLAS Online System and Edutext for Progress Monitoring with Regular Reminders Sent in Red Folders and Referenced in BT Times.
- Utilize School Messenger

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Certificated Tutors will Provide push in and pull out support in K-3rd Grade. As members of Grade Level Accountable Communities, CTs will work to analyze CFA data, specifically to identify Tier II students for targeted intervention.

Describe Related Professional Learning:

Instructional support for ELA curriculum using intervention components of the GVC (3 hrs. during Institute Day, 6 hrs. Buy Back, 3 hrs. PL)

Planning with K-3rd Grade ILT to develop a system of identification, monitoring, and support for struggling students in progress of development of a comprehensive Three Tier RTI Model with Certificated Tutors providing support primarily for identified Tier II students.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Enhanced services for students in need are provided through a Tier Intervention approach with classroom teachers, grade level ACs, and two part-time Certificated Tutors.

Site will provide Substitute Teachers to allow teachers release time to attend SSTs, 504, and IEPs. As well, Substitute Teachers will be provided to allow for quarterly grade level AC planning. Teacher supplemental hourly contracts will be provided for further AC work in defining students in need to strategize plans for student improvement.

EL students, economically disadvantaged students, and foster youth will be identified at the beginning of the year and student progress will be monitored by Classroom Teachers, Certificated Tutors, Parents, and Administration. ELD instruction utilizing the ELD components of the GVC will be provided.

Bullard Talent Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$ 44,837.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute Teachers for SST	\$ 580.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies	\$ 1,000.00
								Total	\$ 46,417.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	43	53	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Plan and provide instruction based on grade level standards using adopted and supplemental resources with a focus on adherence to the tenets of the FUSD Instructional Practice Guide for Math, specifically as it relates to implementation of challenging content (Tenet 2A and 2B) and the goal of student engagement with Depth of Knowledge levels 3 (Strategic Thinking) and 4 (Extended Thinking).

SMART Goals

By the end of the 2017-2018 School Year, the number of students Meeting or Exceeding Standards in grade levels 3rd - 8th will improve by 10% at each grade level as measured by the SBAC assessment.

- 3rd 75%
- 4th 51%
- 5th 56%
- 6th 53%
- 7th 41%
- 8th 40%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- AC CFAs
- FUSD Interim Assessments (Fall and Winter)
- Feedback Provided by Administration in Accordance with the FUSD IPG: Math
- ST Math Progress Reports

Owner(s):

- ILT, Teachers
- ILT, Teachers
- Administration
- ILT, Teachers

Timeline:

- Ongoing
- Twice per Year (Fall and Winter)
- Ongoing
- Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Progress Reports Sent Home Each Quarter
- Report Cards Sent Home Each Quarter

Describe Related Professional Learning:

- Planning CFAs within the AC structure as detailed in "Learning by Doing" (PL 4 hours)
- Clarity of Expectations for Use of FUSD IPG: Math (PL 4 hours)

- Communicate and Facilitate Parent Access to ATLAS Online System and Edutext for Progress Monitoring with Regular Reminders Sent in Red Folders and Referenced in BT Times.
- Utilize School Messenger
- Regular reporting of student progress by Administration during meetings of the PTSA
- Attendance Clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and phone to parents of identified Tier I and Tier II students, specifically for the purpose of informing parents about progress

- Bullard Region BuyBack PL supporting work of ACs (PL 4 hours)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Provide Supplemental Materials to support student achievement in mathematics
- Provide materials to support professional learning and implementation of effective practice
- Provide supplemental contracts for Certificated Teachers to provide Tutoring (228 hours)
- Provide Substitute Teachers to allow ACs to meet with Administration to review student progress
- Provide Substitute Teachers to allow teachers release time to attend SSTs
- Provide Substitute Teachers to allow ACs to meet and plan instruction each quarter
- Provide online access to ST Math for students in grades K-5 to promote conceptual understanding and temporal reasoning
- Purchase planners for students in grades 4th-8th to record all assignments and promote organizational skills

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Provide supplemental contracts for Certificated Teachers to provide Tutoring (228 hours)
- Provide Substitute Teachers to allow ACs to meet and plan instruction each quarter with the goal of planning differentiated instruction and focusing on creation and implementation of an RTI model.
- Provide Substitute Teachers to allow teachers release time to attend SSTs

Bullard Talent Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute Teachers for Grade Level Planning	\$	10,460.00
2	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute Teachers for "Data Chats"	\$	1,395.00
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries for AC Work at Beginning and Throughout the Year.	\$	11,842.00
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Tutoring	\$	4,145.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Student Supplies (Planners)	\$	2,000.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials to Support PL	\$	1,154.00
Total									\$	30,996.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	49	54	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Plan and provide instruction based on grade level standards using adopted and supplemental resources with a focus on adherence to the tenets of the FUSD Instructional Practice Guide for ELA, specifically as it relates to implementation of challenging content (Tenet 2A and 2B) and the goal of student engagement with Depth of Knowledge levels 3 (Strategic Thinking) and 4 (Extended Thinking).

SMART Goals

By the end of the 2017-2018 School Year, the number of students Meeting or Exceeding Standards in grade levels 3rd - 8th will improve by 10% at each grade level as measured by the SBAC assessment.

3rd 48%

4th 50%

5th 69%

6th 61%

7th 60%

8th 68%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- AC CFAs
- FUSD Interim Assessments (Fall and Winter)
- Feedback Provided by Administration in Accordance with the FUSD IPG: ELA

Owner(s):

- Teachers, Lead Teachers, Administration, Certificated Tutors
- Teachers, Lead Teachers, Administration, Certificated Tutors
- Teachers, Lead Teachers, Administration, Certificated Tutors

Timeline:

- Ongoing
- Twice per Year (Fall and Winter)
- Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- Progress Reports Sent Home Each Quarter
- Report Cards Sent Home Each Quarter
- Communicate and Facilitate Parent Access to ATLAS Online System and Edutext for Progress Monitoring with Regular Reminders Sent in Red Folders and Referenced in BT Times.
- Utilize School Messenger
- DRP Reading Reports Sent Home Twice Each Year
- Regular reporting of student progress by Administration during meetings of the PTSA
- Attendance Clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and phone to parents of identified Tier I and Tier II students, specifically for the purpose of informing parents about progress

- Planning CFAs within the AC structure as detailed in "Learning by Doing" (PL 4 hours)
- Clarity of Expectations for Use of FUSD IPG: ELA (PL 4 hours)
- Bullard Region Buy Back PL supporting work of ACs (PL 4 hours)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Provide Supplemental Materials to support student achievement in ELA
- Provide materials to support professional learning and implementation of effective practice
- Provide supplemental contracts for Certificated Teachers to provide Tutoring (228 hours)
- Provide Substitute Teachers to allow ACs to meet with Administration to review student progress
- Provide Substitute Teachers to allow teachers release time to attend SSTs
- Provide Substitute Teachers to allow ACs to meet and plan instruction each quarter
- Purchase planners for students in grades 4th-8th to record all assignments and promote organizational skills
- Purchase subscription for Time for Kids Magazine
- Purchase subscription for Accelerated Reader program to incentivize student reading

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Provide supplemental contracts for Certificated Teachers to provide Tutoring (228 hours)
- Provide Substitute Teachers to allow ACs to meet and plan instruction each quarter with the goal of planning differentiated instruction and focusing on creation and implementation of an RTI model.
- Provide Substitute Teachers to allow teachers release time to attend SSTs

Bullard Talent Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	Title 1 Basic	Instruction	Materials & Supplies				Communication Folders	\$	1,200.00
3	1	Sup & Conc	Instruction	Books & Other Reference				"Time for Kids" Subscription	\$	1,500.00
3	1	Sup & Conc	Instruction	Books & Other Reference				AR Subscription	\$	8,500.00
3	1	Sup & Conc	Instruction	Materials & Supplies				Classroom Materials	\$	10,000.00
Total									\$	21,200.00

Action # 4

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
4849 - Truancy rate	26	15	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Student truancy affects student achievement. At Bullard TALENT, the truancy rate of 26% should be addressed.

SMART Goals

By the end of the 2017-2018 school year, the truancy rate will decrease from 26% to 15% as measured on the FUSD needs assessment report.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Quarterly attendance reports
- School Awards Assemblies (Twice per year - Winter and Spring)

Owner(s):

- Attendance Secretary, Office Manager, Administration
- Teachers, Lead Teachers, Administration

Timeline:

- Quarterly
- Semester

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Communication for parents provided in red folders, weekly school newsletter, school messenger, and marquee sign
- Opportunity for parents to attend awards ceremonies and celebration
- Attendance Clerk will provide information to parents regarding absenteeism and truancy

Describe Related Professional Learning:

- Culture and Climate .20 FTE to facilitate Character Counts initiative as well as incentives for student attendance and engagement at the site.
- Culture and Climate .20 FTE to focus on the role of Student Leadership Team in providing incentives for student attendance and engagement at the site.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Weekly Character Counts initiatives
- Quarterly Attendance Awards

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Bullard Talent Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Parent Participation - No Food or Incentives	\$	837.00
4	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Direct Graphics	\$	300.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Noon-Time Activities Supplies	\$	500.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Communication	\$	500.00
4	2	Sup & Conc	Instruction	Materials & Supplies				Student Awards	\$	1,000.00
								Total	\$	3,137.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	43	49	Other - Please specify within action
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	49	54	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Increase digital literacy of students in alignment with FUSD Scope and Sequence for Technology. We will increase the amount of technology for student use as well as the professional learning necessary for teachers to incorporate the use of technology within instruction. A part time Instructional Technology TSA will provide professional development for staff on use of digital components of the GVC as well as assist with testing procedures to ensure fidelity and validity in the process.

SMART Goals

By the end of the 2017-2018 School Year, the number of students Meeting or Exceeding Standards in grade levels 3rd - 8th will improve by 10% at each grade level as measured by the SBAC assessment in Math

3rd 75%

4th 51%

5th 56%

6th 53%

7th 41%

8th 40%

By the end of the 2017-2018 School Year, the number of students Meeting or Exceeding Standards in grade levels 3rd - 8th will improve by 10% at each grade level as measured by the SBAC assessment in ELA

3rd 48%

4th 50%

5th 69%

6th 61%

7th 60%

8th 68%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- AC CFAs
- FUSD Interim Assessments (Fall and Winter)
- Feedback Provided by Administration in Accordance with the FUSD IPG: Math and ELA

Owner(s):

- Teachers, Lead Teachers, Administration, Certificated Tutors
- Teachers, Lead Teachers, Administration, Certificated Tutors
- Teachers, Lead Teachers, Administration, Certificated Tutors

Timeline:

- Ongoing
- Twice per Year (Fall and Winter)
- Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Progress Reports Sent Home Each Quarter
- Report Cards Sent Home Each Quarter
- Communicate and Facilitate Parent Access to ATLAS Online System and Edutext for Progress Monitoring with Regular Reminders Sent in Red Folders and Referenced in BT Times
- Communicate and Facilitate Parent Access to online components of the FUSD GVC
- BT TSA will conduct two Parent Workshops (Fall and Winter) to assist parents in utilizing online resources included with the GVC as well as district systems designed for parent support of student achievement in monitoring student grades

Describe Related Professional Learning:

- Planning CFAs within the AC structure as detailed in "Learning by Doing" (PL 4 hours)
- Clarity of Expectations for Use of FUSD IPG: Math and ELA (PL 4 hours)
- Bullard Region BuyBack PL supporting work of ACs (PL 4 hours)
- Site professional development regarding use of technology (PL 4 hours)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Provide access to technology - non capitalized equipment purchases
- Provide assistance with integration and maintenance of technology for use with Math and ELA GVC

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Provide supplemental contracts for Certificated Teachers to provide Tutoring to include utilization of online components of the GVC (228 hours)
- Provide Substitute Teachers to allow ACs to meet and plan instruction each quarter with the goal of planning differentiated instruction and focusing on creation and implementation of an RTI model.
- Provide Substitute Teachers to allow teachers release time to attend SSTs

Bullard Talent Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	1	Sup & Conc	Instructional Library, Media & Technology	Other Certificated-Regular Salaries	Teacher, Spec Assgn	0.4150		K-8 TSA (District 0.50 FTE) TSA with Instructional Technology focus (0.085 Magnet, 0.415 site)	\$	45,672.00
5	1	LCFF: EL	Instruction	Non Capitalized Equipment				Purchase of Non-Capitalized Equipment (Tablets)	\$	8,763.00
5	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non-Capitalized Equipment (Tablets and Carts)	\$	19,050.00
5	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				District Maintenance	\$	1,500.00
								Total	\$	74,985.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	34	10	Family Foundation Services
4849 - Truancy rate	26	15	Family Foundation Services

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Develop and implement a program to support student success through working to eliminate non-academic barriers to student achievement. In accordance with the work of Robert Maslow and his Hierarchy of Needs, students who struggle with issues of Survival, Safety, Belonging, and Self-Esteem are less likely to reach levels of Academic Achievement. Counseling services such as those provided through Family Foundation Services can help students overcome barriers to achievement by addressing issues with trained professionals working with site leadership and teaching and support staff.

SMART Goals

By the end of the 2017-2018 school year, the percentage of students with a D or an F on their report card will drop from 34% to 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Student Success Team (SST)
- FUSD Interim Assessments (Fall and Winter)
- Feedback Provided by Administration in Accordance with the FUSD IPG: Math and ELA, specifically Tenets 1 and 5

Owner(s):

- Counselors, Teachers, Lead Teachers, Administration, Certificated Tutors
- Teachers, Lead Teachers, Administration
- Administration

Timeline:

- Ongoing
- Twice per Year (Fall and Winter)
- Ongoing

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Progress Reports Sent Home Each Quarter
- Report Cards Sent Home Each Quarter
- Communicate and Facilitate Parent Access to ATLAS Online System and Edutext for Progress Monitoring with Regular Reminders Sent in Red Folders and Referenced in BT Times.
- Utilize School Messenger
- DRP Reading Reports Sent Home Twice Each Year
- Confidential Communication from Counselors

Describe Related Professional Learning:

- Progress in the program is monitored by Pre and Post reports from teachers and administrators along with self-reports from students and parents. Clinical evaluation is done using the Achenbach Child Behavior Checklist as well as the Behavior Assessment System for Children.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- The counseling and psychoeducational program is designed to impact student achievement in helping to build competent, confident, and caring children. More specifically, it is designed to empower our children with opportunities to make a difference. The program helps children establish clear boundaries and have high expectations. It nurtures in children a commitment to learning through reduction in truancy issues, reduction in bullying problems and a decrease in misbehavior and disruption in the classroom. Further, this program helps children and their families by teaching them the tools to communicate successfully with adults and peers. This program teaches the skills of effective parenting and, in doing so, increases parent involvement with their children, the school, and the community through support, nurturing and providing structure. Services will be available for all students as needed.
- Through involvement in the counseling and psychoeducation program, the children will continue to develop conflict resolution skills, life skills, and social competencies therefore working towards the goals of prevention and intervention.
- The counseling and psychoeducation program is open to all students and their families. Participation in counseling is done on a referral basis. Referrals are received from administrators, teachers, student study teams, parents, guardians, social services as well as self-referrals. Participation in the psychoeducation program is school wide through classroom interventions.

Bullard Talent Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	Counseling Services to Provide Social/Emotional Support 7 hours per week for 38 weeks total 226 hrs at \$50/hr= \$12,740.00	\$	12,740.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Service Charges	\$	260.00
Total									\$	13,000.00

Action # 7

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQLI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	42	80	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Students will be provided opportunities to engage in all four ARTS disciplines (Music, Visual Art, Theater, and Dance/Movement). In grades K-5, students will attend Music Lessons twice weekly as a class with an emphasis on foundational Musical skills based on VAPA Framework standards, including piano keyboarding. Beginning in 3rd grade, students will also be provided the opportunity to participate in Choir (3rd-5th), Band (4th-5th) and Orchestra (4th-5th). In grades K-5, students will receive bi-monthly Visual Arts Lessons which will emphasize foundational Visual Art skills based on VAPA Framework standards. Students in grades K-5 will study aspects of Theater Arts and Dance/Movement based on VAPA Framework standards in preparation for grade level musicals. Students in grades 6th-8th will fulfill expectations of completion of 2 semesters each of courses focusing on Music, Visual Art, Theater, and Dance/Movement.

Students will be given the opportunity to compete as members of Bullard TALENT athletic teams each quarter.

SMART Goals

By the end of the 2017-2018 school year, 100% of K-5 students will have engaged in a minimum of 1 public performance in demonstration of acquired ARTS skills and 80% will have engaged in 2 or more. By the end of the 2017-2018 school year, 80% of students will respond that they "Agree or Strongly Agree" to the question: "Do you feel a part of this school?".

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- SQLI - Number of Students involved in a goal 2 activity
- Survey Data
- Placement of Students in elective classes (6th-8th)

Owner(s):

- Administration
- Administration
- Administration/VPAC Coordinator

Timeline:

- End of each quarter
- End of the school year
- Beginning of each semester

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Opportunities for parents to attend performances, sporting events, and other schoolwide activities.
- Opportunities for parents to volunteer in classroom and school activities; participate in school leadership roles such as SSC, ELAC, PTSA, Room Parents and Event Coordinators.
- Parent informational meetings, orientations, and conferences.
- Communication of school events in red folders, weekly school newsletter, SchoolMessenger, marquee sign

Describe Related Professional Learning:

- Alignment of VAPA standards and elective classes (6 hrs prior to start of school)
- Developing and maintaining positive relationships to support overall student learning ie. Class Meetings, Second Step, Bullying Prevention (1 hr PL, 2 hrs Institute Days, 1 hr Buyback)
- Support staff will receive PL on positive behavior interventions ie. Instructional Aides, NTAs, and classified staff (1/2 hr each quarter)
- District provided Arts Integration training

Describe Direct Instructional Services to Students, Including Materials and Supplies
Required(curriculum and instruction):

- Required Arts electives in Grades 6-8 (3-4 per semester: music, drama, visual art, dance/movement)
- Performing Group opportunities by audition in grades 3-8
- Art specialist for grades K-5
- Classroom Music training for grades K-5
- Piano Keyboarding training for grades K-5
- Grade level Theater performances
- Provide awards and incentives to encourage student participation in ARTS and Athletic related activities

Specify data, experience or evidence that demonstrates enhanced services for economically
disadvantaged, EL or Foster students:

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0060 Bullard Talent K-8 (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Teachers for SST	580.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies	1,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		44,837.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Teachers for Grade Level Planning	10,460.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute Teachers for "Data Chats"	1,395.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Salaries for AC Work at Beginning and Throughout the Year.	11,842.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Tutoring	4,145.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Student Supplies (Planners)	2,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Materials to Support PL	1,154.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Communication Folders	1,200.00
3	1	Sup & Conc	Instruction	Bks & Ref			: "Time for Kids" Subscription	1,500.00
3	1	Sup & Conc	Instruction	Bks & Ref			: AR Subscription	8,500.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Classroom Materials	10,000.00
4	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation - No Food or Incentives	837.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Communication	500.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Student Awards	1,000.00
4	2	Sup & Conc	Instruction	Mat & Supp			: Noon-Time Activities Supplies	500.00
4	2	Sup & Conc	Instruction	Direct-Graph			: Direct Graphics	300.00
5	1	Sup & Conc	Instruction	Nc-Equipment			: Non-Capitalized Equipment (Tablets and Carts)	19,050.00
5	1	Sup & Conc	Instruction	Direct-Maint			: District Maintenance	1,500.00
5	1	Sup & Conc	Instructional Library, Media & Te	Othr Cr-Reg	Teacher, Spec Assgn	0.415	TSA with Instructional Technology focus (funded 0.50 District K-8 TSA, 0.085 Magnet, 0.415 site)	45,672.00
5	1	LCFF: EL	Instruction	Nc-Equipment			: Purchase of Non-Capitalized Equipment (Tablets)	8,763.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% REA Service Charges	260.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling Services to Provide Social/Emotional Support 7 hours per week for 38 weeks total 226 hrs at \$50/hr= \$12,740.00	12,740.00

\$189,735.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$35,113.00
Sup & Conc	7090	\$145,859.00
LCFF: EL	7091	\$8,763.00
Grand Total		\$189,735.00

Domain Totals	Budget Totals
Academic	\$173,598.00
SEL / Culture & Climate	\$16,137.00
Grand Total	\$189,735.00