

Bullard Talent K-8

106216660061001

Principal's Name: Sue Fuentes

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</p>	
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

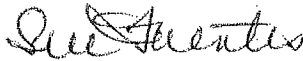

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 – Sue Fuentes	X				
2. Chairperson – DeeDee Buchanan				X	
3. Andrea Marshall				X	
4. Suzanne Summers				X	
5. Sandra Cloney-Munoz				X	
6. Debbie Phanvonkhan				X	
7. Rachel Giosa		X			
8. Angela Brink		X			
9. Kathy Pape-Perez		X			
10. Nicole Pickrell			X		
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sue Fuentes		3-20-18
SSC Chairperson	DeeDee Buchanan		3-20-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$35,651
7090	LCFF Supplemental & Concentration	\$158,347
7091	LCFF for English Learners	\$9,525
TOTAL 2018/19 ON-SITE ALLOCATION		\$203,523

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$926
Remaining Title I funds are at the discretion of the School Site Council	\$34,725
Total Title I Allocation	\$35,651

Bullard Talent K-8 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	53.05	60.05
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.514	49.514

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Contributing to our 3.2% growth in SBAC was the emphasis on instructional planning specifically learning how to use the new ELA curriculum to teach to the CCSS. ACs began developing and administering CFAs as well as analyzing FUSD Interim results to inform instruction. We also looked at aligning instructional tasks to the rigor of the assessments.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Contributing to our .9% growth in SBAC was the emphasis on instructional planning specifically in conceptual understanding. ACs began developing and administering CFAs as well as analyzing FUSD Interim results to inform instruction. We also looked at aligning instructional tasks to the rigor of the assessments.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>ELA scores for Asian and African American subgroups decreased.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Math scores for Asian and Special Ed subgroups decreased.</p>
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Step 2: 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.

<p>1 SSC:</p>	<p>2 ELAC:</p> <p>Combined with SSC</p>	<p>3 Staff:</p> <p>ELA/Math Feedback:</p>
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Our 2017-18 SPSA goal in ELA is to increase by 5%. Our most recent Interim 2 data indicates growth of 9%.

Our 2017-18 SPSA goal in Math is to increase by 10%. Our most recent Interim 2 data indicates no growth. This is due to the decrease of scores in 7-8 grades. Our elementary 1-6 grades show a growth of 8%.

ELA/Math Feedback:

- Support acquisition of more tablets so that students have access to digital resources
- Consider pairing older and younger students for reading buddies
- Consider additional options for tutoring and support for struggling students
- Keep certificated tutors for reading foundational skills

- Accelerated Reader provides differentiation
- Write Tools Strategies across grade levels
- AC instructional planning days instrumental for planning effective instruction
- Interdisciplinary focus on applicable math skills in other subjects
- Use of ST Math

ELA/Math Suggestions:

- More training for the GoMath on-line resources, Personal Math Trainer, and ST math
- Evaluate the purpose and impact of ST Math
- More personnel to support diverse learning needs
- Consider options for scheduling to maximize instruction time

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title 1 Expenditures:

- Substitutes for Student Study Teams and Data Chats
- Materials/Supplies
- Supplemental contracts for AC work
- Teacher tutoring
- Communication folders
- Student planners
- Parent communication

We plan on continuing these same expenditures this year as they are all tied to our goals.

Action 1

Title: Student Achievement in Reading, Writing, & Math

Action Details:

Plan and provide instruction based on grade level standards using adopted and supplemental resources. The focus will be on adherence to the tenets of the FUSD Instructional Practice Guide for Literacy and math, specifically as it relates to implementation of Challenging Content (Tenets 2a and 2b) and Ownership (Tenet 3) so that all students grow at least one grade level per year. Collaborative academic conversations, abundant writing, and use of complex texts and tasks will be evident in all classrooms.

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
SBAC

Owner(s):
Administration, Teachers

Timeline:
Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target
FUSD Interim Assessments, DRP, KAIG

Owner(s):
Administration, Teachers

Timeline:
KAIG - Quarterly
Interim, DRP - Twice per year

Details: Explain the data which will specifically monitor progress toward each indicator target
Accountable Communities: Develop, administer, and analyze Common Formative Assessments (CFAs)

Owner(s):
Administration, Teachers

Timeline:
Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target
Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)

Owner(s):
Administration, Teachers

Timeline:
Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target
Share and discuss trends from IPG Data Report

Owner(s):
Administration, Teachers

Timeline:
Ongoing

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

Specify enhanced services for EL students:

- Provide supplemental materials (i.e., Accelerated Reader, TIME for Kids, Write Tools, etc.) to support student achievement in reading, writing, and math
- Provide materials to support professional learning and implementation of effective instructional practices
- Provide supplemental contracts for teachers to provide academic tutoring
- 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 and 504s
- Provide substitute teachers to allow ACs to meet and plan instruction utilizing FUSD quarterly planners
- Provide supplemental contracts for teachers to plan instruction prior to the beginning of the school year
- On-going AC meetings to review student learning and design instruction with a focus on three-tiered support
- Provide substitute teachers for ILT planning
- Provide substitute teachers for peer observations
- Provide student awards for growth and achievement
- Provide Tier 1, Tier 2, and Tier 3 Supports. Tier 2 - Teachers will monitor student learning and provide differentiated support (i.e., small group instruction, strategic grouping, instruction with targeted feedback, etc.). Tier 3 - Certificated tutors will provide support through pull-out of small groups for intensive instruction on identified skills for K-3 students. Academic tutoring will be available to K-8 students to target needs. Math intervention courses will be developed to address student needs in grades 4-8.

- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners
- Provide assessor for ELPAC testing

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

Describe Professional Learning related to this action:

- Progress reports sent home quarterly
- Report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly School Messenger messages
- DRP reading reports and FUSD Interim reports sent home twice a year
- Regular reporting of student progress by administration during SSC meetings
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and/or phone to parents of students identified at-risk in academics and/or behavior
- Parent conferences
- Communicate Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders
- Provide annual Title 1 parent meeting
- Instructional planning with a focus on the cycle of continuous learning (Essential standards, CFAs, Analysis of student learning, differentiated support)
- Strategic grouping and differentiated support
- Continue focus on Challenging Content (Tenets 2a and 2b) across all subject areas
- Emphasis on conceptual mathematics that embed the eight mathematical practices
- Develop literacy through all content instruction
- Build on implementation of Write Tools strategies K-8
- Opportunities provided for peer observations

Action 2

Title: Early Literacy

Action Details:

Ensure that ALL K-3 students possess the foundational reading and writing skills necessary to be on grade level by the end of third grade. Teachers will monitor student learning and provide differentiated support (i.e., small group instruction, strategic grouping, instruction with targeted feedback, etc.). Certificated tutors will provide Tier 3 support through pull-out of small groups for intensive instruction on identified skills.

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

Articulation between K-3 teachers and tutors to review data, identify needs and determine student placement

Owner(s):

Administration, K-3 Teachers, Certificated tutors

Timeline:

Three times per year

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

Reading Assessments - BPST, BAS, Fluency, DRP

Owner(s):

Administration, K-3 Teachers, Certificated Tutors

Timeline:

Ongoing

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

FUSD Interim/KAIG Assessments

Owner(s):

Administration, K-3 Teachers

Timeline:

KAIG - quarterly
Interim - twice per year

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

Accountable Communities: Develop, administer, and analyze Common Formative Assessments (CFAs)

Owner(s):

Administration, K-3 Teachers

Timeline:

Ongoing

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

Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)

Owner(s):

Administration, K-3 Teachers

Timeline:

Ongoing

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

Share and discuss trends from IPG Data Report

Owner(s):

Administration, K-3 Teachers

Timeline:

Ongoing

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

- Provide supplemental materials to support foundational literacy skills
- Provide supplemental materials to support professional learning in early literacy
- Provide substitute teachers for grade level articulation between certificated tutors and teachers
- Kindergarten outreach and assessment day prior to the new school year to assess students and meet parents
- Provide .43 FTE certificated tutor

Specify enhanced services for EL students:

- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners

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

- Progress reports from the Certificated tutors sent home quarterly
- Report cards sent home quarterly
- Send home early literacy activities for practice (i.e., book bags, sight words, etc.)
- Encourage parents to practice reading activities daily with their children
- Attend kindergarten parent orientation

Describe Professional Learning related to this action:

- Best practices in Early Literacy
- Instructional planning with a focus on the cycle of continuous learning (Essential standards, CFAs, Analysis of student learning, differentiated support)
- Strategic grouping and differentiated support
- Build on implementation of Write Tools strategies

Action 3

Title: Digital Literacy

Action Details:

Students will develop digital literacy skills and utilize technology as a tool for learning through an articulated scope and sequence K-8. Teachers will be provided professional learning to increase digital literacy that enhances classroom instruction, student engagement, and overall student achievement. Establish a site digital literacy leadership team to monitor progress and provide ongoing input. A part-time TSA will support professional learning through a variety of structures (i.e., staff meeting, ACs, PLI teams, small group, and individual).

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

Develop an assessment tool for monitoring student implementation of the identified technology skills

Owner(s):

Administration, Digital Literacy Leadership Team, Teachers

Timeline:

Development of tool - Beginning of the year
Monitoring - Ongoing

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

Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)

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

- Provide .40 FTE Teacher on Special Assignment (TSA) - Professional learning, inventory of equipment, technology trouble shooting, assist with testing procedures
- Provide equipment (i.e., student tablets, carts, accessories, etc.)
- Provide maintenance of equipment
- Provide Digital Literacy safety assembly for students
- ACs will utilize online assessments and tasks to build on Digital Literacy skills that align with the CCSS and Interim and SBAC assessments

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

- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly School Messenger messages
- Regular reporting of Digital Literacy updates and progress by administration during PTSA and SSC meetings
- Provide FUSD Technology policy to all stakeholders
- Provide Digital Literacy safety meeting for parents

Owner(s):

Administration, teachers

Timeline:

Ongoing

Specify enhanced services for EL students:

- Utilize best practice strategies for technology to support English Learners

Describe Professional Learning related to this action:

- Best practices with technology (i.e., online GVC resources, supplemental online resources, use of student tablets, blended learning, etc.)
- Technology Scope & Sequence K-8
- Instructional planning to maximize technology resources in daily lessons

2018-2019 SPSA Budget Goal Subtotal

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

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutoring contracts	4,788.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Peer Observations	4,314.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Instructional Planning	12,942.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats	1,340.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	1,340.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Planning before school	7,541.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	12,927.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	448.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Mat & Supp			: Materials & Supplies	4,527.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Intervention Articulation	669.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for Kindergarten outreach day	452.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Reading Foundation materials (No food or incentives)	792.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,306.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology equipment & materials	10,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment	1,500.00
G1A3	Sup & Conc	Instructional Library, Media & Tech	Othr Crt-Reg	Teacher, Spec Assgn	0.4150	K-8 TSA - 0.50 FTE District Funded	52,137.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology equipment & materials	4,000.00

\$168,023.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	53.816	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>100% of students are involved in Goal 2 engagement activities through our Visual and Performing Arts program.</p> <ul style="list-style-type: none"> • K-5 Visual Arts • K-5 Vocal Music • K-5 Grade level performances • 1-3 Instrumental music • 3-5, 6-8 Visual and Performing Arts core classes (VPAC) • Auditioned Performing Groups • Concerts, festivals, exhibits • Arts related field trips and guests <p>Parent involvement in all the above engagements help contribute to student success in our program.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>This does not apply. All of our students are involved in Goal 2 activities.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Feedback/Suggestions:</p> <ul style="list-style-type: none"> • Parents recognize how many opportunities children have at this school 	<p>2 ELAC:</p> <p>Combined with SSC</p>	<p>3 Staff:</p> <p>Feedback/Suggestions:</p> <ul style="list-style-type: none"> • More noon-time activities • Increase amount of clubs • Increase collaboration between VPAC and classroom teachers • Review of calendar and schedules to maximize instructional learning time
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Action 1

Title: Visual and Performing Arts

Action Details:

All students will be provided an array of opportunities to engage in all four Arts disciplines (Music, Visual Art, Drama/Theater, and Dance/Movement) through an articulated K-8 program. Education in the Arts builds our students' creativity, critical thinking, collaborative skills, awareness of multiple perspectives, and enhances overall academic performance.

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

Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)

Owner(s):

Administration, Teachers

Timeline:

Ongoing

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

Parent, student, and staff surveys

Owner(s):

Administration, Teachers, Parents, Students

Timeline:

Administered once a year

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

Goal 2 Engagement tool

Owner(s):

Administration, TSA

Timeline:

Ongoing

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

- K-5 Visual Arts
- K-5 Vocal Music
- K-5 Grade level performances
- 1-3 Instrumental music
- 3-5, 6-8 Visual and Performing Arts core classes (VPAC)
- Auditioned Performing Groups
- Concerts, festivals, exhibits
- Arts related field trips and guests

Specify enhanced services for EL students:

- English Language developed through the many and varied opportunities in the Arts

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

- Attend performances and exhibits throughout the year
- Volunteer in the many "behind the scenes" aspects of a Visual and Performing Arts school
- Communicate with parents in a variety of ways (Weekly communication folders, school newsletter, school messenger, event flyers, marquee sign, etc.)

Describe Professional Learning related to this action:

- Provide VPAC collaboration and planning before the school year begins

Action 2

Title: Activities and Athletics

Action Details:

To enhance student learning and connect students to school, provide structures and resources for a middle school athletics program as well as a wide array of involvement opportunities for K-8 students.

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

Parent, student, and staff surveys

Owner(s):

Administration, Staff, Parents, Students

Timeline:

Administered once per year

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

Goal 2 Engagement tool

Owner(s):

Administration, Athletic Director, TSA

Timeline:

Ongoing

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

Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)

Owner(s):

Administration, Teachers

Timeline:

Ongoing

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

- Goal 2 provided field trips and 6th grade camp
- Additional field trips
- Lunch time activities/campus culture director
- 6-8 MS athletics program/athletic director
- 4-5 and 6-8 student leadership/campus culture director
- Other activities include: Science Olympiad (4-6), Spelling Bee (4-6), Safety Patrol (5)
- School-wide events (i.e., Harvest of Talent, Pancake breakfasts, Fund Run, MS dance, Character parade, MS reward activities, School theme parade, etc.)

Specify enhanced services for EL students:

- Participation in the many activities and school-wide events supports English Language acquisition and use

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

- Attend school-wide events throughout the year
- Volunteer at the school-wide events
- Communicate with parents in a variety of ways (Weekly communication folders, school newsletter, school messenger, event flyers, marquee sign, etc.)

Describe Professional Learning related to this action:

- Alignment of purpose and role in school activities and athletics

2018-2019 SPSA Budget Goal Subtotal

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

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00

\$1,500.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 4th Grade	1.02	8.02
Exposure to Careers - 6th Grade	97.938	100
Exposure to Careers - 8th Grade	0	7

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade Bricks for Kidz completed.</p> <p>Exposure to Careers - 4th Grade The above metrics are incorrect. Field trip to the nutrition center completed.</p> <p>Exposure to Careers - 6th Grade The above metrics are incorrect. Scheduled city college tour will take place soon.</p> <p>Exposure to Careers - 8th Grade 8th grade trip completed.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade All students participated unless they were absent.</p> <p>Exposure to Careers - 4th Grade All students participated unless they were absent.</p> <p>Exposure to Careers - 6th Grade All students participated unless they were absent.</p> <p>Exposure to Careers - 8th Grade All students participated unless they were absent.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Feedback/Suggestions:</p> <ul style="list-style-type: none"> Students have had many opportunities to take field trips. They appreciate the wide variety of experiences kids are getting. 	<p>2 ELAC:</p> <p>Combined with SSC</p>	<p>3 Staff:</p> <p>Feedback/Suggestions:</p> <ul style="list-style-type: none"> Increase consistency of class meetings Focus greater attention on study skills and use of planners Consider other activities or incentives that reinforce workplace competencies (i.e., character counts, attendance)
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- Create and implement keyboarding expectations K-8

Action 1

Title: Character and Competencies for Success

Action Details:

Provide students real-world experiences to broaden their awareness about college and careers. Ensure that students are taught workplace skills and strategies to support their success now and in the future. Students will have multiple opportunities to practice with targeted feedback .

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

Progress report for 8th grade College Board and Khan Academy accounts

Owner(s):

Administration, Academic Counselor, Teachers

Timeline:

Ongoing after PSAT administration

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

Daily progress monitoring of student collaborative conversations and use of student planners (i.e., classroom observations, feedback, reflective conversations)

Owner(s):

Administration, Teachers

Timeline:

Ongoing

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

- Field trips (businesses/industry, colleges)
- Guest speakers
- MS academic counselor (i.e., career cruising, PSAT administration, College Board accounts, etc.)
- Provide materials (i.e., student planners, student incentives, SEL materials)
- Opportunities for student collaboration (i.e., partner talk, small group work, class meetings, VPAC, performing groups)
- Character counts (i.e., Star of the month, recognition tickets, weekly drawings, calendared focus traits)
- Student Leadership
- Weekly classroom meetings
- School climate team will analyze survey responses to determine opportunities for social-emotional learning
- Some MS students have opportunities to work as classroom aides in the elementary classrooms to support student learning

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

- Communicate with parents in a variety of ways (Weekly communication folders, school newsletter, school messenger, event flyers, marquee sign, etc.)

Specify enhanced services for EL students:

- Building of background knowledge
- Participation in collaborative opportunities supports English Language acquisition and use

Describe Professional Learning related to this action:

- Social-Emotional Learning based on site-based data
- Relevant applications to student learning

- Yearbook created to celebrate student activities throughout the year
 - Chaperone field trips, volunteer at school events
 - Regularly check student planners
- Criteria for Success (i.e., student planners, collaborative conversations, etc.)

2018-2019 SPSA Budget Goal Subtotal

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

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies (student planners, incentives, SEL, etc.)	4,500.00

\$4,500.00

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	2.742	0.742
Suspensions Per 100	2.981	1.981

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p>Chronic Absenteeism</p> <p>Buses are provided to bring our students to and from school daily. Students and their families have selected to come to our school for our magnet program.</p> <p>Suspensions Per 100</p> <p>School-wide behavior procedures and our progressive discipline system promotes positive behavior choices and opportunities for students to correct their behavior. Our many VPAC activities and experiences make them more engaged in school and less likely to make poor behavior choices.</p>	<p>Chronic Absenteeism</p> <p>Since our students come from all over the district, the distance between their neighborhoods and our school can make it challenging for our students to arrive on time.</p> <p>Suspensions Per 100</p>

Step 2: 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.

<p>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
<ul style="list-style-type: none"> Consider adult or cross-age mentor program for additional social-emotional support As a way to get students looking toward their future and preparation toward high school, consider inviting the high schools here to discuss their programs so that our students know all of their options 	<p>Combined with SSC</p>	<p>Feedback/Suggestions:</p> <ul style="list-style-type: none"> Fast-paced school Need for additional social-emotional counseling Clearly communicate responsibilities of magnet transfer Review policy and develop rewards and consequences for chronic tardies that are 10 minutes or less

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title 1 Expenditures:

- Substitutes for Student Study Teams and Data Chats
- Materials/Supplies
- Supplemental contracts for AC work
- Teacher tutoring
- Communication folders
- Student planners
- Parent communication

We plan on continuing these same expenditures this year as they are all tied to our goals.

Action 1

Title: Supports for Students

[Action Details:](#)

Implement supports to help students overcome barriers to achievement by addressing attendance, grades, and behaviors.

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](#)

Attendance monitoring

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

Administration, Attendance clerk, Teachers

[Timeline:](#)

Daily monitoring through ATLAS

Quarterly review

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

- Monitor and address attendance issues (i.e., phone calls, letters home, parent/student conferences)
- Monitor and address student grades (i.e., progress reports, report cards, ATLAS, gr. 3-8 lunch detention, student conferences, parent contact, academic counselor/TSA, Awards assemblies)
- Monitor and address behavior concerns (i.e., ATLAS, school-wide structures and procedures, classroom/office behavior referrals, School Climate team, Semester behavior assemblies,
- Provide contract for Social-emotional counseling through Family Foundations Services
- Individual and small group counseling with the Family Foundations counselor to meet the needs of students to improve in school behavior, achievement, and attendance
- MS Academic counselor to provide information on A-G requirements, high school visitation, linking College Board to Khan academy, academic counseling to increase achievement, etc.
- Classroom meetings, Second Step, and Olweus programs will continue to promote personal responsibility and social skills
- Student Success Team meetings to address individual needs

[Specify enhanced services for EL students:](#)

- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners

- Provide materials to support social-emotional learning, subs provided

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

- Progress reports sent home quarterly
- Report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS Online System and Edutext
- Weekly School Messenger messages
- Attendance clerk will provide information to parents regarding absenteeism and truancy
- Regular communication via email, text, and/or phone to parents of students identified at-risk in academics, behavior, and/or attendance
- Communicate Title 1 Involvement Policy and Staff-Student-Parent compact with all stakeholders
- Provide annual Title 1 parent meeting
- Provide translators for parent conferences
- Communication to parents about school rules, events, and opportunities for engagement provided through out parent handbook distributed to all families at the beginning of the year
- A2A parent conferences with administration once a month

Describe Professional Learning related to this action:

- Social-Emotional learning based on site-based data (i.e., SEL competencies, class meetings, Second Step, etc.)
- Behavior procedures (i.e., Implementation of STOIC framework, referral forms, ATLAS documentation, etc.)
- Strategies and resources to support students for Tier 2 and Tier 3 behavioral needs

2018-2019 SPSA Budget Goal Subtotal

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

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			SSTs	892.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation (No food or incentives)	926.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counselor - 2 x a week	26,600.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2 % REA Evaluation Fee - Family Foundations	532.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			EL translators	550.00

\$29,500.00

2018-2019 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutoring contracts	4,788.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Peer Observations	4,314.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Instructional Planning	12,942.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats	1,340.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning	1,340.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Planning before school	7,541.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	12,927.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	448.00
G1A1	LCFF: EL	Instructional Supervision & Admir	Mat & Supp			: Materials & Supplies	4,527.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Intervention Articulation	669.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for Kindergarten outreach day	452.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Reading Foundation materials (No food or incentives)	792.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,306.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology equipment & materials	10,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment	1,500.00
G1A3	Sup & Conc	Instructional Library, Media & Tei	Othr Crt-Reg	Teacher, Spec Assgn	0.4150	K-8 TSA - 0.50 FTE District Funded	52,137.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology equipment & materials	4,000.00
G2A2	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies (student planners, incentives, SEL, etc.)	4,500.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			SSTs	892.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation (No food or incentives)	926.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counselor - 2 x a week	26,600.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Direct-Other			2 % REA Evaluation Fee - Family Foundations	532.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			EL translators	550.00

\$203,523.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$35,651.00
Sup & Conc	7090	\$158,347.00
LCFF: EL	7091	\$9,525.00
Grand Total		\$203,523.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$168,023.00
G2 - All students will engage in arts, activities, and athletics	\$1,500.00
G3 - All students will demonstrate the character and competencies for workplace success	\$4,500.00
G4 - All students will stay in school on target to graduate	\$29,500.00
Grand Total	\$203,523.00