

Bullard Talent K-8

10621666006100

Principal's Name: Carol Badawi

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Carol Badawi', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 - Carol Badawi	X				
2. Chairperson - Dee Dee Buchanan				X	
3. Kathy Pape-Perez		X			
4. Kathy Eastwood		X			
5. Angela Brink		X			
6. Nicole Pickrell			X		
7. Suzanne Summer				X	
8. Eddie Rodriguez				X	
9. Sandra Cloney-Munoz				X	
10. Debbie Phanvonkhan				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
- ELAC reviewed the SPSA as a school advisory committee.
- ELAC voted to consolidate with the SSC. Date .

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	Carol Badawi		3/26/19
SSC Chairperson	DeeDee Buchanan		3/26/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$37,496
7090	LCFF Supplemental & Concentration	\$158,788
7091	LCFF for English Learners	\$7,239
TOTAL 2019/20 ON-SITE ALLOCATION		\$203,523

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,308
Remaining Title I funds are at the discretion of the School Site Council	\$36,188
Total Title I Allocation	\$37,496

Bullard Talent K-8 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	60.05 %	59.85 %	2017-2018	66.85 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	49.514 %	44.757 %	2017-2018	51.757 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Contributing to our 6.8% growth in SBAC is the continued emphasis on intentional instructional planning specifically learning how to best use the new ELA curriculum to teach to the CCSS. ACs continue developing and administering CFAs as well as analyzing FUSD Interim results to inform instruction. Bullard Talent continues to implement a comprehensive & balanced literacy support and intervention program to promote mastery of literacy skills in grades K-8 to meet grade level state reading, writing, listening and speaking standards. RTI was not held daily but occurred regularly, which included iReady diagnostic assessment, DIBELS assessment, differentiated instruction by classroom teacher and independent practice. Certificated Tutors supported RTI for students in 2-5 via push in and/or pull out.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Contributing to our 2.4% growth in SBAC was the emphasis on instructional planning specifically in conceptual understanding. All teachers participated in monthly math PL in collaboration with their regional peers and grade level math coach. This supported ACs to continue developing and administering CFAs as well as analyzing FUSD Interim results to inform instruction. Mid-year, 5th-8th grade math teachers participated in the MLD pilot; participating in PL on lesson design, student collaboration and observing math demonstration lessons. In addition all 6th-8th students took the iReady math diagnostic assessment. Based on data results, an RtI class was implemented during period 5B.

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

ELA scores for Asian subgroup decreased (7/12 students) However scores for all other subgroups increased from previous year; AA, Hispanic, Special Ed, and Foster Youth. Although there is still a large discrepancy from their white peers. Based on Ca Dashboard - AA, and EL students are performing in the yellow. However, AA students made a 4% growth over previous SBAC year. All other subgroups are performing in the green, with White students performing in the blue band.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Math scores for all subgroups increased from the previous, However there is still a large discrepancy from their white peers. Based on Ca Dashboard - AA, EL and SED students are performing in the yellow. However, AA students made a 9% growth over previous SBAC year. All other subgroups are performing in the green band. There were no student subgroups performing in the blue band.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Major differences between the intended and actual implementation:

- removal of TSA from categorical funds
- implementation of iReady reading diagnostic assessment for grades 1-8
- implementation of iReady math diagnostic assessment for grades 6-8
- implementation of Ready Math and Ready Reading online RtI
- Substitutes for Student Study Teams and Data Chats
- Teacher tutoring was budgeted but was not fully implemented due to lack of teacher availability. Instead funds were used to provide for tutors from the high school. these tutors worked 4 days a week.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Based on the initial implementation of iReady, we will continue with this diagnostic assessment implementing a minimum of 3 times a year. We will expand our math RtI class to include 3-5 students. We will actively recruit and encourage after school tutoring by teachers.

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

1 SSC:

ELAMath Feedback:

- Support acquisition of more tablets so that students have access to digital resources
- Accelerated Reader provides independent reading opportunities for students. Continue this as a club for outside of classroom reading.
- Fully implement the iReady diagnostics assessment
- Consider additional options for tutoring and support for struggling students
- Keep certificated tutors for reading foundational skills
- Consider additional options for Tier 1, 2 and 3 supports.

2 ELAC:

Combined with SSC

3 Staff:

ELAMath Feedback:

- Continue with CT for foundational reading skills support Tier 3.
- Fully implement iReady Diagnostic assessments and online RtI support.
- Accelerated Reader provides differentiation reading opportunities for students, continue this as a club for outside of classroom reading.
- Write Tools Strategies across grade levels
- AC instructional planning days instrumental for planning effective instruction
- Consistent use of ST Math across all grade levels

ELAMath Suggestions:

- More PL on best practices for Tier 1 and 2 within the classroom
- Consider options for scheduling to maximize instruction time
- Aggressively pursue afterschool tutoring especially in math.



Action 1

Title: Student Achievement in Reading, Writing, & Literacy Skills

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, reading, writing and foundational skills. Ensure that ALL K-3 students possess the foundational literacy skills necessary to be on grade level by the end of third grade. All Teachers will monitor student learning and provide differentiated support (i.e. small group instruction, strategic grouping, instruction with targeted feedback, blended learning etc...) 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: ELA claims

Owner(s):

Principal
Vice Principal
,Teachers 3-8

Timeline:

beginning of year, data analysis
end of year, data growth

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

FUSD Interim Assessments, DRP, KAIG, iReady

Owner(s):

Principal
Vice Principal
Teachers K, 1-6 1-7

Timeline:

KAIG - Quarterly
Interim, DRP - Twice per year
iReady - 3 times a 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):

Principal
Vice Principal
Lead Teachers

Timeline:

2 CFAs per quarter
results analysis following the CFA

[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):

Principal
Vice Principal

Timeline:

Ongoing
share trends quarterly with ILT

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

Share and discuss trends from IPG Data Report

Owner(s):

Principal

Timeline:

Quarterly with ILT

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

Foundational Reading Rtl - DIBELS, iReady

Owner(s):

Principal

Vice Principal

CT

Timeline:

6-8 weeks

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

- Provide supplemental materials (i.e., TIME for Kids, Write Tools, Accelerated Reader, iReady, etc.) to support student achievement in reading, writing, and literacy.
- 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 SST student meetings
- Provide substitute teachers to allow ACs to meet and plan instruction utilizing FUSD scope and sequence
- 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 (.43 FTE) 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.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Based on Ca Dashboard - AA and EL students are performing in the yellow. However, AA students made a 4% growth over previous SBAC year. Continue to provide differentiated Rtl support.
- Qualified students in grades 1-5 will attend Rtl pullout/push in with CTs
- Qualified students in grades 6-8 will receive Rtl support as part of their VPAC schedule

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
- iReady, 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

Describe Professional Learning related to this action:

- 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 across all subject areas
- Develop literacy through all content instruction
- Build on implementation of Write Tools strategies K-8
- Opportunities provided for peer observations

Action 2

Title: Student Achievement in Mathematics

[Action Details:](#)

Plan and provide mathematical instruction based on grade level standards using adopted and supplemental resources.

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 Math Claims
 FUSD Interim/KAIG Assessments, iReady

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

Principal
 Vice Principal

[Timeline:](#)

SBAC - beginning and end of year
 KAIG - quarterly
 Interim - twice per year
 iReady - 3 times a year for identified students

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

Accountable Communities: Develop, administer, and analyze Common Formative Assessments (CFAs), may also incorporate IAB assessments.

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

Principal
 Vice Principal
 Lead Teachers

[Timeline:](#)

2 CFAs per quarter
 data analysis following CFA

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

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

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

Principal
 Vice Principal

[Timeline:](#)

Ongoing
 Quarterly shared with staff

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

Share and discuss trends from IPG Data Report

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

Principal
 Vice Principal
 Lead Teachers

[Timeline:](#)

Ongoing
 Quarterly shared with ILT

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

Math Intervention class data

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

Principal
 Vice Principal
 Math Intervention Teachers

[Timeline:](#)

6-8 weeks

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

- Provide supplemental materials to support achievement in mathematics (MIND Institute, iReady, MLD, BTBF, Imagine Math Learning)
- Provide supplemental materials to support professional learning and implementation of effective tier 1 instructional practices.
- Provide supplemental contracts for teachers to provide academic tutoring
- Provide supplemental contracts for teachers to plan instruction prior to the beginning of the school year
- Provide substitutes to all teachers for release time to meet and plan instruction utilizing FUSD quarterly planners
- Provide Tier 1, Tier 2, and Tier 3 supports, math intervention courses will be developed to address student needs in grades 3-8.

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 sent home quarterly
- Report cards sent home quarterly
- Communicate and facilitate parent access to ATLAS online system and EduText
- Weekly school messenger messages
- iReady and FUSD Interim reports sent home when available
- Regular reporting of student progress by administration during SSC, PTSA meetings
- Parent conferences
- Communicate Title 1 involvement policy and staff-student-parent compact with all stakeholders
- Provide annual Title 1 meeting

Specify enhanced services for low-performing student groups:

Based on Ca Dashboard - AA, EL and SED students are performing in the yellow. However, AA students made a 9% growth over previous SBAC year. Continue to provide differentiated RtI support.

Describe Professional Learning related to this action:

- Math Lesson Design and BTBF
- 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 quarterly planners

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

SBAC: ELA and Math performance

Interim

Owner(s):

VP

ILT

Timeline:

end of year

Twice yearly

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

ILT

Timeline:

Ongoing with quarterly analysis

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

- 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

Specify enhanced services for EL students:

- Utilize best practice strategies for technology to support English Learners

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

Specify enhanced services for low-performing student groups:

- individualized online support through MIND Institute, Imagine Math, iReady

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

2019-2020 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			academic tutoring	4,149.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: iReady for Reading and Mathematics GIA2	8,100.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT for literacy RtI	48,324.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			teacher subs for: G1A1 & A2 instructional planning, data chats, ILT planning G2A1 & A2 participation in arts, activities and athletics	23,528.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A1 & G1A2: instructional planning before school, tutoring	12,053.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials & supplies G1A1, A2, A3 G4A1	24,719.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials & supplies for reading, writing, and mathematics G1A2 - No Food/Incentives	2,082.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials & supplies	2,002.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	550.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: MIND Research Institute	4,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			technology equipment & materials	12,000.00
G1A3	Sup & Conc	Instruction	Travel			: conference PL also G1A1 & G1A2	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			maintenance of equipment	1,500.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology equipment and material	4,000.00

\$148,007.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	48.667 %	2017-2018	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

100% of students are involved in Goal 2 engagement activities through our Visual and Performing Arts program.

- 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

Parent involvement in all the above engagements help contribute to student success in our program.

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

Goal 2 Participation Rate

This does not apply. All of our students are involved in Goal 2 activities.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All students will continue to participate, there were no major differences between intended and actual implementation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There will not be any major changes to this goal and actions.

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

1 SSC:	2 ELAC:	3 Staff:
Feedback/Suggestions: <ul style="list-style-type: none"> Parents recognize how many opportunities children have at this school Provide more on campus club opportunities; continue with independent reading clubs and recognition. 	Combined with SSC	Feedback/Suggestions: <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

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: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)	Administration, Teachers	Ongoing
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Parent, student, and staff surveys	Administration, Teachers, Parents, Students	Administered once a year
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Goal 2 Engagement tool	Administration, TSA	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
- Substitutes for staff to attend off campus VPAC events

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.)

Specify enhanced services for low-performing student groups:

All students participate in the arts K-8th grade.

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 on campus clubs; Million Word club, Grade Level Reading Clubs (support through Renaissance Learning)
- Additional field trips
- Lunch time activities/campus culture director
- 6-8 MS athletics program/athletic director
- 3-5 and 6-8 student leadership/campus culture director
- Other activities include: Science Olympiad, Spelling Bee, Safety Patrol - provide substitute for staff to attend activities with students
- 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.)

Specify enhanced services for low-performing student groups:

Based on Power IB - all subgroups, except Asian students, have 81% participation rate or higher. However 11 of our 16 Asian students are participating. Find out who the 5 students are and encourage activity participation.

Describe Professional Learning related to this action:

- Alignment of purpose and role in school activities and athletics

2019-2020 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
G2A1	Sup & Conc	Instruction	Mat & Supp			: materials & supplies for arts, activities	5,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			: Renaissance learning - reading club and also G1A1	9,200.00
G2A2	Sup & Conc	Instruction	Direct-Graph			graphics	1,500.00

\$15,700.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	8.02 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 8th Grade	7 %	98.851 %	2017-2018	100 %

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

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 3rd Grade Bricks for Kidz completed.</p> <p>Exposure to Careers - 4th Grade Field trip to the nutrition center completed.</p> <p>Exposure to Careers - 6th Grade Field trip to CalFire completed.</p> <p>Exposure to Careers - 8th Grade The above metrics are incorrect. 8th grade trip completed.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

There will be no significant changes to this goal.

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

1 SSC:	2 ELAC:	3 Staff:
<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. Continue providing agenda books to students to support the learning/practice of time management and organizational skills. 	<p>Combined with SSC</p>	<p>Feedback/Suggestions:</p> <ul style="list-style-type: none"> Intentionally teach, model and use daily the student planners with attention to student study skills, time management and organization. Consider other activities or incentives that reinforce workplace competencies (i.e., character counts, attendance) 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

Specify enhanced services for EL students:

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

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.)
- Yearbook created to celebrate student activities throughout the year
- Chaperone field trips, volunteer at school events
- Regularly check student planners

Specify enhanced services for low-performing student groups:

- all students participate in college/career experiences.

Describe Professional Learning related to this action:

- Relevant applications to student learning; time management, organization, study skills.
- Criteria for Success (i.e., student planners, collaborative conversations, etc.)

2019-2020 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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	0.742 %	3.17 %	2017-2018	1.17 %
Suspensions Per 100	1.981 %	4.03 %	2017-2018	3.03 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

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.

Suspensions Per 100

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.

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

Chronic Absenteeism

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. Late start and late dismissal have contributed to chronic absenteeism due to families being unable to adjust to the schedule.

Subgroups with the highest percentage of absenteeism: SpEd 6.4% (3 students), Asian 6% (1 student), Kindergarten 5.6% (4 students) and 5th grade 7.1% (7 students) With the small number of students, it will be feasible to identify and support these students.

Suspensions Per 100

Suspension rates are higher for non low-performing student groups. Of the 13 suspension to date in 2018-19 (1.70 per 100 students) the following subgroups are represented: Hispanic 9 students, 1 African American, 3 White, 2 with disabilities, 11 male and 2 female.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Expenditures:

- There is a need for additional SEL support, although 13 hours a week was budgeted, the need is greater and hours will be increased next year.
- Increase number of staff on the Climate & Culture team; analysis of data and implementation of agreed upon schoolwide behavior expectations with

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Stronger recruitment for teacher after school tutoring.
- Increase SEL support hours.
- Provide supplemental contracts for teachers to participate on the Climate & Culture team; 1 representative from each grade level.

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

1 SSC:

- 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

2 ELAC:

Combined with SSC

3 Staff:

Feedback/Suggestions:

- Need for additional social-emotional counseling
- Clearly communicate responsibilities of magnet transfer
- Well defined and agreed upon schoolwide expectations need to be put into place.
- Review policy and develop rewards and consequences for chronic tardies that are 10 minutes or less
- Define schoolwide Tier 1, 2 and 3 level behaviors and procedures.

Action 1

Title: Supports for All Students

[Action Details:](#)

Implement supports to help students overcome barriers to achievement by addressing attendance, grades, behaviors and social-emotional learning competencies.

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

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

Power BI - monitor Tier 1, 2 and 3 student behaviors

Owner(s):

Vice Principal

Climate & Culture Team

Timeline:

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, Power BI, school-wide structures and procedures, classroom/office behavior referrals, School Climate team, Semester behavior assemblies,
- Provide supplemental contracts for Climate & Culture team to analysis data,
- Provide contract for Social-emotional counseling through On-Site Counseling
- Individual and small group counseling with the On-site 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.
- Mind UP, Classroom meetings, Second Step, and Olweus programs will continue to promote personal responsibility and social skills
- Student Success Team meetings to address individual academic, SEL, behavior and attendance needs
- Provide materials to support social-emotional learning, subs provided

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Provide additional individual counseling services.
- Small group SEL learning

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.)
- SEL learning based on MindUp and student competencies.
- 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

2019-2020 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 - support for students	1,765.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			parent participation (no food or incentives)	1,400.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site - 18 hrs a week	22,082.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-site 18 hrs a week	9,382.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			EL translators	687.00

\$35,316.00

2019-2020 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			academic tutoring	4,149.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: IReady for Reading and Mathematics GiA2	8,100.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT for literacy RtI	48,324.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			teacher subs for: G1A1 & A2 instructional planning, data chats, ILT planning G2A1 & A2 participation in arts, activities and athletics	23,528.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A1 & G1A2: instructional planning before school, tutoring	12,053.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials & supplies G1A1, A2, A3 G4A1	24,719.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials & supplies for reading, writing, and mathematics G1A2 - No Food/Incentives	2,082.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials & supplies	2,002.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	550.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: MIND Research Institute	4,000.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			technology equipment & materials	12,000.00
G1A3	Sup & Conc	Instruction	Travel			: conference PL also G1A1 & G1A2	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			maintenance of equipment	1,500.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology equipment and material	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: materials & supplies for arts, activities	5,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			: Renaissance learning - reading club and also G1A1	9,200.00
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 - support for students	1,765.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			parent participation (no food or incentives)	1,400.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site - 18 hrs a week	22,082.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-site 18 hrs a week	9,382.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			EL translators	687.00

\$203,523.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,496.00
Sup & Conc	7090	\$158,788.00
LCFF: EL	7091	\$7,239.00
Grand Total		\$203,523.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$148,007.00
G2 - All students will engage in arts, activities, and athletics	\$15,700.00
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	\$35,316.00
Grand Total	\$203,523.00