Bullard Talent K-8

10621666006100

Principal's Name: Carol Badawi

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals
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.

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.
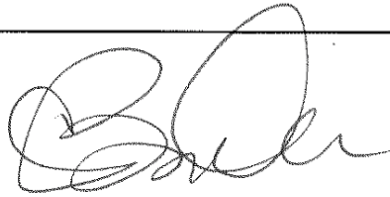
Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Carol Badawi	X				
2. Chairperson – Andrea Marshall				X	
3. Lena Saenz		X			
4. Kathy Eastwood		X			
5. Ken Johnson		X			
6. Nicole Pickrel			X		
7. Suzanne Summers				X	
8. Eddie Rodriguez				X	
9. Javier Castro				X	
10. Melissa Kent				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 School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Carol Badawi	*[signature]*	3·10·2020
SSC Chairperson	Andrea Marshall	*[signature]*	3-10 2020

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 2020/21

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	$40,796
7090	LCFF Supplemental & Concentration	$151,122
7091	LCFF for English Learners	$7,620

TOTAL 2020/21 ON-SITE ALLOCATION $199,538

* 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	$1,302
Remaining Title I funds are at the discretion of the School Site Council	$39,494
Total Title I Allocation	$40,796

February 13, 2020

Bullard Talent K-8 2020-2021 - 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)	66.85 %	58.595 %	2018-2019	65.595 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	51.757 %	51.111 %	2018-2019	58.111 %

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)

Actions currently working are site common literacy strategies, common PLC formative assessments (CFA, IAB, Standard Mastery), 1 to 1 technology support, CT push-in/pull-out intervention, after school tutoring, identifying EL, SPED and at-risk students who need additional targeted support. Overall students have shown site wide growth as indicated in growth from quarter 1 to quarter 2 iReady diagnostic testing with an increase in percentage of students scoring Tier 1 from 21% to 33% and a decrease in the percentage of students in Tier 3 from 20% to 14%. PLCs are using iReady diagnostic growth, iReady Standard Mastery assessments, BAS testing, IAB and CFA to identify students who need additional support. Data is also used to make shifts in instructional lesson planning for Tier 2 support and Tier 3 supports provided by CTs and tutoring sessions. COST (second year of implementation) and Student Success Teams are successful for identifying, supporting and monitoring Tier 3 at-risk students.

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

Actions currently working are site common mathematical practices/strategies, common PLC formative assessments (CFA, IAB, Standard Mastery), 1 to 1 technology support, iReady Tier 2 lessons, ST Math, MLD cohort (5th-8th), and identifying EL, SPED and at-risk students who need additional targeted support. Overall students have shown site wide growth as indicated in growth from quarter 1 to quarter 2 iReady diagnostic testing with an increase in percentage of students scoring Tier 1 from 7% to 17% and a decrease in the percentage of students in Tier 3 from 16% to 9%. PLCs are using iReady diagnostic growth, iReady Standard Mastery assessments, IAB and CFA to identify students who need additional support. Data is also

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)

Many of our tier 3 students suffer from trauma. Our staff is lacking the tools and staffing to fully address the social-emotional supports needed to assist these students. Sitewide ELA SBAC scores stayed consistent from 59.8% to 58.6% school wide, but African American decreased 13% (note that is 6 students schoolwide) and 7th grade decreased 11%. Along with the academic support's students are receiving they need additional SEL support.

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

Many of our tier 3 students suffer from trauma. Our staff is lacking the tools and staffing to fully address the social-emotional supports needed to assist these students. Sitewide Math SBAC scores jumped from 44.8% to 51.1% school wide, with every subgroup increasing except Asian decreased 6% (note that is 1 student schoolwide) and 3rd grade decreased from 84% to 72%, still above district and state average. Along with the academic support's students are receiving they need additional SEL support.

used to make shifts in instructional lesson planning for Tier 2 support and Student Success Teams are successful for identifying, supporting and monitoring Tier 3 at-risk students.

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

A major plan shift was the utilization of iReady as the district common assessment (Bullard Talent began using iReady the previous year). This provided additional data and diagnostic information, but staff needs further training on how to utilize the data and make shifts in their teaching. This is changing the dynamics of PLC work. Due to this program shifts have been made towards professional learning and planning, which includes budget changes to support the costs of subs to provided planning days and on-site and regional peer observations.

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.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA. Budget modifications for next year may included adding additional time to the social-emotional support contract.

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:
We utilized this document, SBAC data, and iReady diagnostics to share with the SSC, PTSA, and Staff. Each group was asked to provide input on current actions and suggestions to shifts in actions. SSC met January and review all SPSA data, actions, and budget, will met again in March to approve the final plan/budget and complete current year budget changes, and April to support any last-minute budget changes.	combined with SSC, same process	We utilized this document, SBAC data, and iReady diagnostics to share with Staff. Staff was asked to provide input on current actions/goals and suggestions to shifts in actions. This information was combined and then reported out again for PLCs to provide further feedback.

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	Owner(s):	Timeline:
SBAC: ELA claims iReady Diagnostic Assessments	Principal Vice Principal Teachers K-8	beginning of year, data analysis 3 times per year for diagnostics

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Accountable Communities: Develop, administer, and analyze Common Formative Assessments (CFAs), IABs and/or iReady Standards Mastery	Principal Vice Principal Lead Teachers	2 CFAs per quarter results analysis following the CFA

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)	Principal Vice Principal	Ongoing share trends quarterly with ILT

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Share and discuss trends from IPG Data Report	Principal	Quarterly with ILT

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Foundational Reading RtI - DIBELS, iReady, BAS, BPST	Principal Vice Principal CT	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 PLCs 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 PLCs to meet and plan instruction utilizing FUSD scope and sequence, iReady data, CFA, IAB and/or Standard Mastery
- Provide supplemental contracts for teachers to plan instruction prior to the beginning of the school year
- On-going PLC meetings to review student learning and design instruction with a focus on three-tiered support
- 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, iReady online 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 1-3 students. Academic tutoring will be available to K-8 students to target needs. Additional School Psychologist time to support the SST process and teachers with Tier 2 and 3 interventions.

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 RtI support..
- Qualified students in grades 1-5 will attend RtI pullout/push in with CTs
- Qualified students in grades 6-8 will received RtI 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 Interim reports sent home three times 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, iReady
- 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, including Math Lesson Design.

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:
SBAC Math Targets and Claims	Principal	SBAC - beginning and end of year
iReady Diagnostic	Vice Principal	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); which may include IAB, FIAB, Standard Mastery

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 and MLD observations

Owner(s):
Principal
Vice Principal
Lead Teachers
District Math Support
SiSwun Coach

Timeline:
Ongoing
Quarterly shared with ILT

Weekly
Monthly

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)
- 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 and MLD templates
- Provide Tier 1, Tier 2, and Tier 3 supports, grades 3-5 30 minutes of tiered intervention time daily using JiJi and/or iReady and math intervention courses will be developed to address student needs in grades 6-8.

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:

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.

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

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

- iReady 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

- 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 by following the FUSD technology 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.

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:
SBAC: ELA and Math performance	VP	end of year
iReady	ILT	3 times a year

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	Ongoing with quarterly analysis
	ILT	

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
- PLCs will utilize online assessments and tasks to build on Digital Literacy skills that align with the CCSS , iReady SBAC assessments

Specify enhanced services for EL students:

- Utilize best practice strategies for technology to support English Learners

Specify enhanced services for low-performing student groups:

- individualized online support through MIND Institute, iReady

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

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

- Provide Digital Literacy safety meeting for parents

2020-2021 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	Bks & Ref			supplemental materials and supplies	1,396.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			parent participation **NO FOOD NO INCENTIVES**	1,400.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		49,275.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			planning, SST, data chats, MLD, SEL PL, G1A1,2 G2A1&2, G4A1	21,390.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental for tutoring, C&C team, planning, grade level plays, G1A1&2, G2A1, G4A1	30,497.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support reading, writing, literacy and mathematics.	2,411.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies for EL students	2,376.00
G1A1	LCFF: EL	Instruction	Direct-Other			Assessors	550.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			translation services	694.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST math site license renewal	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			supplemental materials from GVC	750.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			equipment; carts, tablets, projectors, printers, elmos etc...	4,973.00
G1A3	Sup & Conc	Instruction	Direct-Maint			maintenance of equipment	2,500.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			equipment to support EL students	4,000.00

$126,212.00

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 %	90.395 %	2018-2019	97.395 %

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.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.
Goal 2 Participation Rate All students participate in music (choral and instrumental) and visual art taught by specialists beginning in Kindergarten. Movement and drama are incorporated beginning in 3rd grade. This visual and performing arts are an integral component of the Bullard Talent curriculum.	**Goal 2 Participation Rate** All students participate in music (choral and instrumental) and visual art taught by specialists beginning in Kindergarten. Movement and drama are incorporated beginning in 3rd grade. This visual and performing arts are an integral component of the Bullard Talent curriculum.

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

There were no major difference 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 not be any change in plans at this time.Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA.

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

1 SSC:	**2** ELAC:	**3** Staff:

We utilized this document, SBAC data, and PowerIB to share with the SSC, and PTSA. Each group was asked to provide input on current actions and suggestions to shifts in actions.

combined with SSC, same process

We utilized this document, SBAC data, and PowerIB to share with the staff. Staff was asked to provide input on current actions and suggestions to shifts in actions.

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

Specify enhanced services for low-performing student groups:

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

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:	☑ 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:
Parent, student, and staff surveys	Administration, Staff, Parents, Students	Administered once per year
Goal 2 Engagement tool	Administration, Athletic Director, TSA	Ongoing
Daily progress monitoring (i.e., classroom observations, feedback, reflective conversations)	Administration, Teachers	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;ToT, Math-o-rama, Social Club, 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: ToT, Math-o-Rama, 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

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.

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

2020-2021 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 and supplies for VAPC classes and grade level plays	5,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			: AR site license for reading club and million word club	9,200.00

$14,200.00

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 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	0 %	2018-2019	7 %
Exposure to Careers - 8th Grade	100 %	0 %	2018-2019	7 %

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.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.
Exposure to Careers - 3rd Grade Bricks for Kidz completed **Exposure to Careers - 4th Grade** Field trip to the nutrition center completed **Exposure to Careers - 6th Grade** Field trip to CalFire completed **Exposure to Careers - 8th Grade** CSU Monterey and CSU Fresno	**Exposure to Careers - 3rd Grade** all students had opportunity to participate **Exposure to Careers - 4th Grade** all students had opportunity to participate **Exposure to Careers - 6th Grade** all students had opportunity to participate **Exposure to Careers - 8th Grade** all students had opportunity to participate

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

no differences

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.

depends on college and career ready office and opportunities.

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:
shared information at SSC and PTSA	deferred to ssc	shared information at staff meeting

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	Owner(s):	Timeline:
Progress report for 8th grade College Board and Khan Academy accounts	Administration, Academic Counselor, Teachers	Ongoing after PSAT administration

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Daily progress monitoring of student collaborative conversations and use of student planners (i.e., classroom observations, feedback, reflective conversations)	Administration, Teachers	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.)

2020-2021 SPSA Budget Goal Subtotal

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3 - All students will demonstrate the character and competencies for workplace success							
G3A1	Sup & Conc	Instruction	Mat & Supp			: student planners, incentives (attendance and character),	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	1.17 %	4.074 %	2018-2019	2.074 %
Suspensions Per 100	3.03 %	4.398 %	2018-2019	3.398 %
Student Survey - Caring adult		62.295 %	2018-2019	69.295 %

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

Actions currently working are student recognition, attendance conferences, actively engaged Climate & Culture team with representation from all grade levels, increased time of the Tier 3 on campus counseling services, increased time of the onsite academic counselor, and school wide consistent implementation of expectations. Attendance rates have stayed consistent at 97% daily attendance rate, with Hispanic students have the highest number of chronic absentees (3.66%). Suspensions have decreased to date from 29 last year to 16 currently.

Suspensions Per 100

Suspension subgroups are proportional to population percentages; percent of suspensions who are Hispanic students 44%, percent who are white students 37% and percent of suspensions who are AA students 12%.

Student Survey - Caring adult

Inconsistent day to day, classroom to classroom, implementation of SEL instruction.

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

Chronic Absenteeism

Hispanic students have the highest number of chronic absentees (3.66%).

Suspensions Per 100

Suspension subgroups are proportional to population percentages; percent of suspensions who are Hispanic students 44%, percent who are white students 37% and percent of suspensions who are AA students 12%.

Student Survey - Caring adult

6th and 7th grade student subgroups had both the lowest percentage and highest decrease in the percentage of students who feel there is an adult at school who cares about them. 6th grade, 57% agreed this was an 11% decrease from the previous year. 7th grade, 47% agreed and this was a 7% decrease from the previous survey.

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

There have not been any changes in plans to date.

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.

Modifications based on current evaluations show that all actions will continue at this time. Reassessment will occur before completion of the 2020-21 SPSA. Budget modifications for next year may include adding additional time to the social-emotional support contract and/or school psychologist time.

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:
We utilized this document, SBAC data, and PowerIB to share with the SSC, and PTSA. Each group was asked to provide input on current actions and suggestions to shifts in actions.	deferred to SSC	We utilized this document, SBAC data, and PowerIB to share with the staff. Staff was asked to provide input on current actions and suggestions to shifts in actions.

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	Owner(s):	Timeline:
Attendance monitoring	Administration, Attendance clerk, Teachers	Daily monitoring through ATLAS Quarterly review

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Power BI - monitor Tier 1, 2 and 3 student behaviors	Vice Principal Climate & Culture Team	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 -
- 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/or Olweus programs will continue to promote personal responsibility and social skills
- Student Success Team meetings to address individual academic, SEL, behavior and attendance needs. Increase School Psychologist time by 0.5FTE to support SSTs and teachers with tier 2 and 3 interventions
- Provide materials to support social-emotional learning,
- Provide substitutes for teacher PL around SEL

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
- 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

Specify enhanced services for low-performing student groups:

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

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

2020-2021 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	Guidance & Counseling Services	Subagreements			Heather Currier : tier 2&3 SEL supports	38,000.00
G4A1	Sup & Conc	Instruction	Travel			SEL professional learning	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Psychologist, School	0.1000	0.1 FTE SPSA Drop 1046933 Heidi moved to 12432	15,626.00

$54,626.00

2020-2021 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	Bks & Ref			supplemental materials and supplies	1,396.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			parent participation **NO FOOD NO INCENTIVES**	1,400.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		49,275.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			planning, SST, data chats, MLD, SEL PL, G1A1,2 G2A1&2, G4A1	21,390.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental for tutoring, C&C team, planning, grade level plays, G1A1&2, G2A1, G4A1	30,497.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: supplemental materials and supplies to support reading, writing, literacy and mathematics.	2,411.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies for EL students	2,376.00
G1A1	LCFF: EL	Instruction	Direct-Other			Assessors	550.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			translation services	694.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST math site license renewal	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			supplemental materials from GVC	750.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			equipment; carts, tablets, projectors, printers, elmos etc...	4,973.00
G1A3	Sup & Conc	Instruction	Direct-Maint			maintenance of equipment	2,500.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			equipment to support EL students	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies for VAPC classes and grade level plays	5,000.00
G2A2	Sup & Conc	Instruction	Bks & Ref			: AR site license for reading club and million word club	9,200.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: student planners, incentives (attendance and character),	4,500.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Heather Currier : tier 2&3 SEL supports	38,000.00
G4A1	Sup & Conc	Instruction	Travel			SEL professional learning	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Psychologist, School	0.1000	0.1 FTE SPSA Drop 1046933 Heidi moved to 12432	15,626.00

$199,538.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$40,796.00
Sup & Conc	7090	$151,122.00
LCFF: EL	7091	$7,620.00
Grand Total		**$199,538.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$126,212.00
G2 - All students will engage in arts, activities, and athletics	$14,200.00
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	$54,626.00
Grand Total	**$199,538.00**

05/12/2020