

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 over a light blue horizontal line.

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

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

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

Consolidated Program Assurances

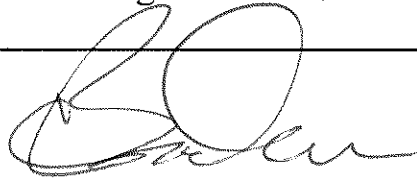

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family Engagement 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 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.</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 - Andrea Marshall				X	
3. Chairperson – Michelle McCoy				X	
4. Javier Campos				X	
5. Suzanne Summers				X	
6. Darrell Blanks				X	
7. Ken Johnson		X			
8. Lena Saenz		X			
9. Kathy Eastwood		X			
10. Paula Bryant			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Bullard Talent K-8			
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		4.19.2021
SSC Chairperson	Andrea Marshall		4.19.21

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$40,158
7090	LCFF Supplemental & Concentration	\$152,460
7091	LCFF for English Learners	\$9,720
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$17,220</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$219,558

* 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	\$1,242
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$38,916</u>
	Total Title I Allocation	\$40,158

Bullard Talent K-8 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		65.14 %	2020-2021	72.14 %
I-Ready Math D2 On Level		51.54 %	2020-2021	58.54 %

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

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

I-Ready ELA D2 On Level

Actions that have contributed to our 9% iReady growth in Reading from D2 19-20 to D2 20-21 and 10% iReady growth in Reading from D1 to D2 of 20-21 is the continued emphasis on intentional instructional planning specifically on the "focus of instruction" outlined in the district pacing guides, common literacy strategies, 1 to 1 technology support, small group teacher intervention. Bullard Talent continues to implement a comprehensive and 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 tier 1 was not held daily nor consistently throughout the 20-21 school year. Models used were small group during teacher support time, small group in person 1 day a week, independent work on iReady at student accessed level. RTI tier 2 provided by the Certificated tutors was focused on first and second grade students. Student Success Teams are successful for identifying, supporting and monitoring Tier 3 at-risk students.

I-Ready Math D2 On Level

Actions that have contributed to our 4.48% iReady growth in Mathematics from D2 19-20 to D2 20-21 and 16.8% iReady growth in Mathematics from D1 to D2 of 20-21 is the continued emphasis on intentional instructional planning specifically on the "focus of instruction" outlined in the district pacing guides, site common mathematical practices/strategies, common PLC formative assessments, 1 to 1 technology support, iReady Tier 2 lessons, ST Math, MLD cohort (K-8th), and identifying EL, SPED and at-risk students

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

I-Ready ELA D2 On Level

Scores for all subgroups (all ethnicities/race, gender, foster youth, English learners, students with special needs, and economic disadvantaged) made growth from in Reading on the iReady from D1 to D2 20-21, in addition to making growth from D2 19-20 to D2 20-21. However there is still a significant discrepancy between the percentage of African American students on or above grade level (60%), Hispanic students on or above grade level (58%) and their white peers (79%)

I-Ready Math D2 On Level

Scores for all subgroups (all ethnicities/race, gender, foster youth, English learners, students with special needs, and economic disadvantaged) made growth from in overall mathematics on the iReady from D1 to D2 20-21, in addition to making growth from D2 19-20 to D2 20-21. However there is still a significant discrepancy between the percentage of African American students on or above grade level (43.75%), Hispanic students on or above grade level (42.97%) and their white peers (67.33%)

who need additional targeted support.

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

A major plan shift was the extended virtual learning schedule for all students due to the pandemic.

- funds set aside for supplemental contracts for intervention were not used since some teachers utilized the intervention/teacher support time that was built into the distance learning schedule.
- funds set aside for planning with PLC teams were not utilized since the distance learning schedule had built in planning time.
- funds not originally set aside were used additional technology needs, additional supplies and materials that were sent home and had to be replenished.

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

The return to on campus/in person learning supports the need to return to the foundation of the original plan for achievement with some modifications. We will continue our academic goals and strive to create actions that meet the needs of all students

- increased one time SEL supports to address the trauma needs of students due to 18 months of virtual learning.
- additional teacher resource (TBD K-3 grade level) provided by the district to support unfinished learning and improve literacy due to the to will pandemic learning shifts
- replace/update broken, lost or out of date technology (both student devices and classroom needs)
- restock/replenish classroom materials and supplies

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:

We utilized this document, survey 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 in March and reviewed all SPSA actions and budget and will met again in April to approve the final plan/budget.

2 ELAC:

presented to ELAC

3 Staff:

We utilized this document, survey data and iReady diagnostics to share with Staff. Staff was asked to work as a PLC to provide input on current actions/goals and suggestions to shifts in actions.

Action 1

Title: All students will excel in Reading, Writing, & Literacy

Action Details:

Continue to plan and provide high quality instruction based on grade level standards using adopted and supplemental resources, with a focus on adherence to the tenets of the FUSD Instructional Practice Guide for Literacy, reading, writing and foundational skills. Implement a comprehensive reading support and intervention program to improve reading skills and comprehension with an emphasis on early learning and development to ensure students are reading on grade level and beyond by the end of third grade.

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

iReady Diagnostic & lessons

iReady Standards Mastery

BAS

DIBELS

Grade level common formative assessments

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

IPG reports

Data Chats

Owner(s):

Teachers

Teachers

Teachers K-3

Rtl CTs

ILT

Admin/ILT

Admin/ILT

Admin/Teachers

Timeline:

quarterly

ongoing

as needed

6-8 weeks

ongoing

ongoing

quarterly

2 times a year

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

- Additional teacher K-3 (grade level TBD) to support unfinished learning and improve literacy
- Web based materials (i.e., RAZ kids, Accelerated Reader, iReady, etc.) to support student achievement in reading, writing, and literacy.
- Supplemental materials and supplies
- Materials to support professional learning and implementation of effective instructional practices
- Supplemental contracts for teachers to provide academic tutoring
- Substitute teachers to allow PLCs to meet with administration to review student progress
- Substitute teachers to allow teachers release time to attend SST student meetings
- Substitute teachers to allow PLCs to meet and plan instruction utilizing FUSD scope and sequence, iReady data, CFA and/or Standard Mastery
- 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
- Substitute teachers for peer observations
- Technology - purchase, replace, update and repair
- 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

Specify enhanced services for low-performing student groups:

- Response to intervention for identified students in grades 1-5 will be through pullout/push in with CTs

- Supplemental ELD materials
- Utilize best practice strategies to support English Learners
- Provide assessor for ELPAC testing
- Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
- Response to intervention for identified students in grades 6-8 will be through support as part of their VPAC schedule
- Academic discourse embedded in daily instruction

Action 2

Title: All students will excel in Mathematics

Action Details:

The school will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice 1 (Make sense of problems and persevere in problem solving)

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

iReady Diagnostic data, lessons and standards mastery assessments

PLC common formative assessments

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

IPG Data Report

MLD observations

Data chats

Math Intervention class data

Owner(s):

Teachers

ILT/Teachers

Admin

Admin/ILT

Admin/ILT

Admin/Teachers

Vice Principal/Teachers

Timeline:

Quarterly

ongoing

ongoing

quarterly

quarterly

2 times a year

Quarterly

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

- Go Math Curriculum and manipulatives
- Web based materials to support achievement in mathematics (MIND Institute, iReady, MLD)
- Supplemental materials and supplies
- Supplemental materials to support professional learning and implementation of effective tier 1 instructional practices.
- Supplemental contracts for teachers to provide academic tutoring
- Supplemental contracts for teachers to plan instruction prior to the beginning of the school year
- Substitutes to all teachers for release time to meet and plan instruction utilizing FUSD quarterly planners and MLD templates
- Technology - purchase, replace, update and repair
- 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:

Specify enhanced services for low-performing student groups:

Additional supports for problem solving including academic vocabulary. Students will be given daily opportunities to speak and write about math.

Provide in class differentiated response to intervention (K-5)

Response to intervention for identified students in grades 6-8 will be through support as part of their VPAC schedule

Academic discourse embedded in daily instruction

Action 3

Title: increase SEL Supports, increasing productive classroom time

Action Details:

Provide Tier 2 and 3 SEL support to students and families through individual, and group therapy. In addition provide all staff members with equal access to support students through trauma informed resources/information, classroom support to address behaviors and staff development/education on trauma sensitivity, informed care

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

Suspension Rates (of identified students)

Referral Data

Academic Data (grades, iready scores) of identified students

Class meeting data

Owner(s):

Admin

Mental Health Provider

Admin

Teachers

Timeline:

end of year

ongoing

quarterly

quarterly

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

- SEL/mental health provider - Heather Carrier
- additional psychologist time 0.1 FTE
- Professional learning materials to support tier 2 & tier 3 behaviors and interventions
- Implementation of district GVC for SEL skills; Second Step, Olweus, class meetings.

Specify enhanced services for EL students:

Equal access to identified students

Specify enhanced services for low-performing student groups:

Equal access to identified students

2021-2022 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			supplemental materials and supplies - no food or incentives	758.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	certificated tutor to provide RtI for foundational reading skills	49,471.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			planning (G1A1&2), SST (G1A1&2, GG5A1), data chats (G1A1&2). MLD (G1A2)	17,566.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			planning (G1A1&2), SST (G1A1&2, GG5A1), data chats (G1A1&2). MLD (G1A2),	15,565.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ST math site license renewal (G1A2) \$5,000, AR site license (G3A2) \$9,500, RAZ Kids site license (G1A1) \$1,200	16,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			supplemental material and supplies to support academics (G1A1&2), art (G3A1), activities (G3A2), student engagement (G2A1), college and job readiness (G2A2)	8,456.00
G1A1	Sup & Conc	Instruction	Direct-Graph			supplemental materials including agenda books, GVC	750.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	550.00
G1A1	LCFF: EL	Instruction	Mat & Supp			additional supplies and materials to support EL students	4,473.00
G1A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Heather Currier : Heather Currier: tier 2&3 SEL support	38,000.00
G1A3	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1074082 - additional psychologist time	15,298.00
G1A3	One-Time School	Guidance & Counseling Services	Subagreements			Heather Currier : Heather Currier - one time increase in contract to support SEL during the transition	10,000.00

\$176,887.00

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

Needs Assessment

School Quality Review

School Level Dashboard

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

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

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

Student-centered real world learning experience - Site Defined

Due to the COVID-19 regulations, students were not able to attend any in person assemblies or field trips. Only virtual experiences were available to students. Teachers were able to schedule virtual experiences, but those experiences were inconsistent, due to lack of available resources and time.

Metric - all students will participate in College and Career Readiness experiences.

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

Student-centered real world learning experience - Site Defined

Students that had chronic absenteeism or lack of technology support missed out on any of the virtual experiences planned by their teachers.

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

Any student centered real world learning experiences that were funded had to be virtual in nature.

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

Based on the uncertainty of field trips and assemblies for the 2021-2022 school year, we will need to identify experiences that students can participate in virtually.

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:

We utilized this document, survey 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 in March and reviewed all SPSA actions and budget and will meet again in April to approve the final plan/budget.

2 ELAC:

Presented to ELAC

3 Staff:

We utilized this document, survey data and iReady diagnostics to share with Staff. Staff was asked to work as a PLC to provide input on current actions/goals and suggestions to shifts in actions.

Action 1

Title: Student centered real-world experiences

[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](#)

CTE Learning experiences

PSAT data

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

Teachers/Students

Admin/Teachers

[Timeline:](#)

Ongoing

October

[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:](#)

- Utilize the Academic Counselor to support EL students and parents in order to encourage participation in activities
- Building of background knowledge

[Specify enhanced services for low-performing student groups:](#)

- all students participate in college/career experiences.

Action 2

Title: Increase college and job readiness skills - 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:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

iReady data

Network Attached Device Report

Owner(s):

Admin

Admin

Timeline:

3 times a year

Quarterly

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

- Purchase, replace, update equipment (i.e., student tablets, carts, accessories, etc.)
- Maintenance and repair 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, RAZ Kids

2021-2022 SPSA Budget Goal Subtotal

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

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-Time School	Instruction	Mat & Supp			materials and supplies to support students in engaging in their learning	7,220.00
G2A2	Sup & Conc	Instruction	Nc-Equipment			technology - laptops, tablets, cords, carts, projectors, screens, headphones etc...	4,973.00
G2A2	Sup & Conc	Instruction	Direct-Maint			maintenance of equipment	2,500.00
G2A2	LCFF: EL	Instruction	Nc-Equipment			additional technology to support EL students	4,000.00

\$18,693.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		4.27 %	2020-2021	2.272 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Chronic Absenteeism</p> <p>To date, the attendance rate is 96% with 2.48% chronic and 1.22% severely chronic. Comparing attendance rates over the past 3 years, despite the shift to virtual learning, 2020-21 attendance rate is higher than the 2019-2020 or 2018-2019 school years.</p> <p>Suspensions students with 1 or more</p> <p>Due to distance learning, suspendable behaviors have not been a major issue. However, we have seen an increase in social media behavior problems, both minor and major. This has been brought to our attention through the Gaggle contractors. The majority of these major problems are a result of a lack of SEL supports.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Chronic Absenteeism</p> <p>Attendance rates for most subgroups are at or above the school average. However African American students and Hispanic students attendance rate is 7% lower than their white peers. In addition, Kindergarten and 1st grade students account for the majority of severely chronic students.</p> <p>Suspensions students with 1 or more</p> <p>Students who struggled emotionally did not engage in the learning.</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Within the distance learning schedule, there has been an increase in direct SEL allocated time. However, the implementation of SEL has been inconsistent from grade level to grade level and teacher to teacher.
- Due to the closure of campuses and the restriction on group gatherings, students were not able to participate in the visual and performing arts activities that bring them to our magnet school.

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

Increase SEL support time to address students needs as a result of the 18 months of distance learning.

Continue to provide arts, athletic and activity opportunities for students to connect to school and the community.

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:

We utilized this document, survey 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 in March and reviewed all SPSA actions and budget and will meet again in April to approve the final plan/budget.

2 ELAC:

Presented to ELAC

3 Staff:

We utilized this document, survey data and iReady diagnostics to share with Staff. Staff was asked to work as a PLC to provide input on current actions/goals and suggestions to shifts in actions.

Action 1

Title: engagement in the 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

Parent, student, and staff surveys

Goal 2 Engagement Data

Owner(s):

All stakeholders

TSAVP

Timeline:

March 2022

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/supervise VPAC events
- Supplemental contracts for staff to implement/supervise 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.

Action 2

Title: Increase engagement opportunities in activities & 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. Implement supports to help students overcome barriers to achievement by addressing attendance, grades, behaviors and social-emotional learning competencies.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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
Goal 2 Engagement Data

Owner(s):

Administration, Staff, Parents, Students
VP/TSA

Timeline:

Administered once per year
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, Minecraft Sports Team, 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.)
- Substitutes and supplemental contracts for staff supervision/sponsorship of clubs and activities.

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:

All students have the opportunity and are encouraged to participate in activities.

2021-2022 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			substitues to cover teacher to attend arts, and activities with students.	2,342.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			supplemental pay for grade level play planning and production	7,183.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies for student engagement in the arts, activities	4,000.00

\$13,525.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		78.49 %	2019-2020	90 %
Staff Goal - Site Defined		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Staff Goal - Site Defined</p> <p>The school will retain high quality staff and seek to hire high quality staff that reflects the diversity of our community.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>By the spring of 2022, 90% of staff will respond positively in the Sense of Belonging Domain.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Staff Goal - Site Defined</p> <p>The current staff (classified and certificated) do not proportionately reflect the diversity of our community.</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>There has been a decline in the percentage of staff that have an overall positive in belonging domain. This can be contributed to distance learning and not being able to physically be on campus with students and peers.</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal, there is no evidence to identify and describe any differences between the intended and actual implementation of any actions and budget expenditures.

Cultural Proficiency Training modules were provided to all certificated and classified staff. Grade levels provide support to each other through PLC and all grade levels are equally represented in all areas (Instruction, SEL)

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

Cultural Proficiency training will shift from "Building" our equity lens to "applying" our equity lens. Grade levels will continue to provide support to each other through PLC and site will continue to have equitable representation throughout; Climate & Culture Team, Instructional Lead Teacher Team, School Building Committee, School Site Council.

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>We utilized this document, survey 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 in March and reviewed all SPSA actions and budget and will met again in April to approve the final plan/budget.</p>		<p>We utilized this document, survey data and iReady diagnostics to share with Staff. Staff was asked to work as a PLC to provide input on current actions/goals and suggestions to shifts in actions.</p>

Action 1

Title: provide ongoing staff training and support

Action Details:

The school will recruit and retain high quality staff that feel a sense of belonging, through diverse professional development and equitable representation.

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

Explain the Progress Monitoring and data used for this Action

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

Climate & Culture Survey Data
 PL agendas, sign-in sheets and feedback

Owner(s):

Vp, C&C Team
 Administration

Timeline:

March 2022
 Ongoing

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

- Weekly Staff Newsletter
- Cultural Proficiency training
- Academic Professional Learning

Specify Professional Development or Staff Services to support EL students:

Provide substitute release time and/or supplemental contracts for teachers to attend Professional Learning; PLC, Cultural Proficiency, content specific (math lesson design, literacy, science and social studies) classroom management.

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

Provide substitute release time and/or supplemental contracts for teachers to attend Professional Learning; PLC, Cultural Proficiency, content specific (math lesson design, literacy, science and social studies) classroom management.

2021-2022 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			substitutes for teachers to participate in professional learning and additional supports	1,173.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts for staff to participate in CCR Team	7,183.00

\$8,356.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		93.6 %	2019-2020	100 %

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

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

Family Goal - Site Defined

The school will provide inclusive opportunities for families to engage in their students' education. By the spring of 2022, 100% of families will respond that they feel respected and welcomed at Bullard Talent.

Parent Survey - Respected and welcomed

The school will provide inclusive opportunities for families to engage in their students' education. By the spring of 2022, 100% of families will respond that they feel respected and welcomed at Bullard Talent.

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

Family Goal - Site Defined

The COVID-19 Pandemic has made inclusive opportunities challenging as we have been unable to conduct performances, family engagements and parent conferences/conversations in person. Performances were recorded and uploaded to the school website and PTSA sponsored family nights were lightly attended.

Parent Survey - Respected and welcomed

The COVID-19 Pandemic has made inclusive opportunities challenging as we have been unable to conduct performances, family engagements and parent conferences/conversations in person. Performances were recorded and uploaded to the school website and PTSA sponsored family nights were lightly attended.

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

This is a new school goal for the year. We will strive to include and involve families in a variety of ways to the best of our abilities and in a safe manner.

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

The school will continue to promote parental involvement in a variety of ways. The school will conduct monthly grade level performances, quarterly awards ceremonies, Harvest of Talent, and family art nights. The school will host a Back to School Night and parent teacher conferences in October. Parents will be encouraged to communicate with teachers and staff in a variety of ways including Sunday Night phone messages, an up to date website, Peachjar, and through individual email and phone calls as necessary.

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:

We utilized this document, survey 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 in March and reviewed all SPSA actions and budget and will meet again in April to approve the final plan/budget.

2 ELAC:

3 Staff:

We utilized this document, survey 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: increase parent/family engagement opportunities

Action Details:

The school will provide inclusive opportunities for families to engage in their students' education.

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 reports

Power BI data

Culture & Climate Survey Data

Owner(s):

VP and Academic Counselor, Teachers

Administration

C&C Team

Timeline:

Quarterly review

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

- Back to School Night and Open House
- New Student Orientation/Marching into Middle School
- Parent/Teacher Conferences
- Award Ceremonies
- Family Art Nights
- Harvest of Talent and other PTSA sponsored events
- Monthly performances: grade level plays, music, dance etc..
- Materials & supplies including: paper, incentives, certificates, graphics/printing,
- Classroom Weekly Newsletters
- Schoolwide communication: sunday messages, updated website, emails, phone calls, remind,

- Translators

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

- Academic counselor will make contact with families of EL students
- District interpreter/translator services
- Parent University will provide support with our second language parent and families

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

- The office staff are the first impressions for many of our parents. They will be helpful and supportive when parents call or arrive with questions and concerns.
- The office staff will make phone contact to families of students
- Parent University will provide learning opportunities for parents and families.

2021-2022 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 parent participation **no food no incentives**	1,400.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			translation services	697.00

\$2,097.00

2021-2022 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	Mat & Supp			supplemental materials and supplies - no food or incentives	758.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	certificated tutor to provide RtI for foundational reading skills	49,471.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			planning (G1A1&2), SST (G1A1&2, GG5A1), data chats (G1A1&2). MLD (G1A2)	17,566.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			planning (G1A1&2), SST (G1A1&2, GG5A1), data chats (G1A1&2). MLD (G1A2),	15,565.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ST math site license renewal (G1A2) \$5,000, AR site license (G3A2) \$9,500, RAZ Kids site license (G1A1) \$1,200	16,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			supplemental material and supplies to support academics (G1A1&2), art (G3A1), activities (G3A2), student engagement (G2A1), college and job readiness (G2A2)	8,456.00
G1A1	Sup & Conc	Instruction	Direct-Graph			supplemental materials including agenda books, GVC	750.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	550.00
G1A1	LCFF: EL	Instruction	Mat & Supp			additional supplies and materials to support EL students	4,473.00
G1A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Heather Currier : Heather Currier: tier 2&3 SEL support	38,000.00
G1A3	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1074082 - additional psychologist time	15,298.00
G1A3	One-Time School	Guidance & Counseling Services	Subagreements			Heather Currier : Heather Currier - one time increase in contract to support SEL during the transition	10,000.00
G2A1	One-Time School	Instruction	Mat & Supp			materials and supplies to support students in engaging in their learning	7,220.00
G2A2	Sup & Conc	Instruction	Nc-Equipment			technology - laptops, tablets, cords, carts, projectors, screens, headphones etc...	4,973.00
G2A2	Sup & Conc	Instruction	Direct-Maint			maintenance of equipment	2,500.00
G2A2	LCFF: EL	Instruction	Nc-Equipment			additional technology to support EL students	4,000.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			substitues to cover teacher to attend arts, and activities with students.	2,342.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			supplemental pay for grade level play planning and production	7,183.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies for student engagment in the arts, activities	4,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			substitutes for teachers to participate in professional learning and additional supports	1,173.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts for staff to participate in CCR Team	7,183.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 parent participation **no food no incentives**	1,400.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			translation services	697.00

\$219,558.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,158.00
Sup & Conc	7090	\$152,460.00
LCFF: EL	7091	\$9,720.00
One-Time School	7099	\$17,220.00
Grand Total		\$219,558.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$176,887.00
G2 - Expand student-centered and real-world learning experiences	\$18,693.00
G3 - Increase student engagement in their school and community	\$13,525.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$8,356.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,097.00
Grand Total	\$219,558.00