

**Bullard Talent**

10621666006068

Principal's Name: Catherine Aujero

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Catherine Aujero', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
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.	
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**

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 Engagement 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**



<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - Catherine Aujero	X				
2. Chairperson – Juliet Wahleithner				X	
3. Secretary – Katharine Collins			X		
4. Sandra Blanks		X			
5. Cynthia Sterling		X			
6. Gytana Brown				X	
7. Debra Balint				X	
8. Marycela Pacheco				X	
9. Peyton Contreras					X
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A

☐ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.



**Required Signatures**

<b>School Name: Bullard Talent</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Catherine Aujero		Apr 4, 2024
<b>SSC Chairperson</b>	Juliet Wahleithner	 <small>Juliet Wahleithner (Apr 4, 2024 17:49 PDT)</small>	Apr 4, 2024

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

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Bullard Talent - 0060

**ON-SITE ALLOCATION**

3010	Title I	\$47,400 *
7090	LCFF Supplemental & Concentration	\$167,181
7091	LCFF for English Learners	\$8,640

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$223,221**

\* 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	\$1,580
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Remaining Title I funds are at the discretion of the School Site Council	\$45,820
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Total Title I Allocation	\$47,400
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Bullard Talent K-8 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	20 pts	-4.4 pts	2023-2024	11 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-99.2 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	57.11 %	51.3 %	2023-2024	57.1 %
SBAC Math - Average distance from standard	✓	-39 pts	-26.1 pts	2023-2024	-10 pts
SBAC Math - percentage of students met/exceeded standard	✓	39.86 %	42.6 %	2023-2024	60 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Bullard TALENT continued to partner with national consulting firm, FOCUS5 to provide schoolwide professional development in arts integration instructional strategies, such as Reading Art, movement in Science, and Shadow Puppetry. In addition, mathematics instructional coaches were utilized to support student engagement and ownership in mathematical concepts to target instruction for student growth and intervention. PLCs reviewed data (iReady, District Interim assessments, FIABs, common formative assessments, and SBAC) and planned instruction to support student growth.

Write Tools was reintroduced to improve student writing across grade levels.

Grade level planning days were utilized for teacher collaboration and strategic planning.

Math Lesson Design demonstrations have continued through the 23-24 school year. There has also been more collaboration between K-8 and 5-8 sites in 7th and 8th grade math, in collaboration with the math dept. team.

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

There has been an increase in the number of students identified as having a disability. Additionally, the support staff paraprofessional position has been difficult to fill, leaving little continuity in services available. Recently a full-time certificated sub has been provided to support students consistently along with the full-time RSP teacher and Speech Language Pathologist

**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 (Intended actions for the current school year vs. Actual actions that occurred).

All of the allocated actions were implemented, except for one data chat sub release day.

**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 2024/25 SPSA.

Quarterly sub release days will be provided for the SPED staff and classroom teachers to dedicate time for collaboration on IEP goals, classroom instruction, and ways that RSP can support.

Teachers with experience in the Write Tools will be identified to provide support in classroom implementation of these instructional strategies on a monthly or quarterly basis during early release days. A stipend will be provided for K-2, 3-5, and MS.

PLC+ professional development will support teachers in collaborative data analysis and instructional planning based upon student formative assessments and student need. Strategies around differentiated instruction will be developed. Site admin will be able to be part of PLC work through the shortened school days each week to support with resources and collaboration.

FOCUS5 will provide time dedicated to Teaching Artists planning with each grade level on where, when, and how to use arts-integrated instructional strategies based upon the Scope & Sequence documents.

Grades kindergarten through fifth will have at least one teaching artist residency through FOCUS5 through Prop 28 allocations. Follow-up planning time with Teaching Artists will be provided to sustain the strategies learned within the residencies.

An academic incentive program will be established for all students on an established schedule to recognize student academic growth on iReady and SBAC.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

School Site Council reviewed 23/24 SPSA as well as first draft of 24/25 SPSA. A team of three SSC members worked with site principal to develop SPSA based upon CA Dashboard metrics.

The SPSA draft was shared with staff for feedback prior to finalization by SSC.

2

ELAC:

Bullard TALENT does not meet the threshold for an ELAC, with only 17 students (not including RFEP).

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Instructional Lead Team provided feedback prior to and during the SPSA writing process.

The Climate & Culture team provided feedback prior to and during the SPSA writing process.

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 or 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	Owner(s):	Timeline:
iReady Diagnostic & lessons	Teachers	quarterly
iReady Standards Mastery	Teachers	ongoing as needed
DIBELS and BPST	Teachers/Rtl CTs	6-8 weeks
Grade level common formative assessments and FIABs	Teachers/PLCs	ongoing
Writing samples	Teachers/PLCs	ongoing
Progress monitoring of academic tutoring and COST meeting referrals	Admin and Academic Counselor	quarterly

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

- Professional development in research-based arts integration instructional strategies with FOCUS5, Inc.
- Registration and travel for state or national high-quality professional development conferences.
- Web based materials (i.e., Accelerated Reader, iReady, Nearpod, Gimkit, etc.) to support student achievement in reading, writing, and literacy.
- Orton-Gillingham strategies implementation in kindergarten and first grade
- Supplemental materials and supplies
- Professional development books and materials, such as Notice & Note or other publications.
- Materials to support professional learning and implementation of effective instructional practices
- Daily progress monitoring (i.e. classroom observations, feedback, reflective conversations)
- Data Chats
- Schoolwide license/subscription to Scholastic News or other online supplemental programs to develop student comprehension and expand vocabulary
- 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 throughout the school year utilizing FUSD scope and sequence, iReady data, FIABs, CFA and/or Standard Mastery
- Substitute teachers to allow PLCs to meet and plan instruction focused on writing following professional development
- 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 and differentiated instruction
- Technology- purchase, replace, update and repair
- Certificated Tutors (2) for reading and math intervention
- Student incentives plan to support growth and achievement
- Tier 1, Tier 2, and Tier 3 Supports. Tier 1 - highly engaging instructional practices to increase comprehension, concept application, and student ownership. 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 1st-3rd students.
- Supplemental contracts and student incentives for academic tutoring will be available to K-8 teachers to target student needs.
- 1.0 FTE Counselor to support grades 6-8
- 1.0 School Psychologist to support SPED and intervention programs and COST.
- Sub release time for Student Study Team meetings
- Quarterly sub release days will be provided for the RSP teacher and classroom teachers to dedicate time for collaboration on IEP goals, classroom instruction and ways that RSP can support.
- Teachers with experience in the Write Tools will be identified to provide support in classroom implementation of these instructional strategies on a monthly or quarterly basis during early release days. A stipend will be provided for K-2, 3-5, and MS.
- PLC+ professional development will support teachers in collaborative data analysis and instructional planning based upon student formative assessments and student need. Strategies around differentiated instruction will be developed. Site admin will be able to be part of PLC work through the shortened school days each week to support with resources and collaboration.
- FOCUS5 will provide time dedicated to teaching artists planning with each grade level on where, when, and how to use arts integrated instructional strategies based upon the Scope & Sequence documents.
- Grades kindergarten through fifth grade will have at least one teaching artist residency through FOCUS5 funded by Prop 28 allocations. Follow-up planning time with teaching artists will be provided to sustain the strategies learned within the residencies.
- An academic incentive program will be established for all students on an established schedule to recognize student academic growth on iReady and SBAC.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*There are currently 17 English Language Learners at Bullard TALENT. They are in Orange ELA on the CA School Dashboard.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support English Language Learners by providing certificated tutors resources to push-in to support students on a regular basis. We will also work with Parent University to provide parent education to our ELL parent population to support their students at home.*

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Arts-integrated instruction
- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners and Students with Disabilities
- Provide assessor for ELPAC testing
- Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
- Writing structures to support language development and usage

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The Students with Disabilities student population is performing at the lowest level in English Language Arts only.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds, we plan to support Students with Disabilities by providing sub release days for SPED staff and GE teachers to collaborate and plan to align instructional supports for these identified students.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds, we plan to support students with disabilities by providing sub release days and incentives for SPED students for attendance and grade level academic gains.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Professional development regarding special education identification and instructional strategies within the GE classrooms.
- Response to intervention for identified students in grades 1-8 will be through support of certificated tutors.
- Academic discourse embedded in daily instruction
- Arts Integrated instructional strategies
- COST referrals

- Professional development in differentiated instructional strategies and UDL provided by District SPED staff.
- Utilize best practice strategies to support Students with Disabilities

Action 2

Title: All students will excel in Mathematics

Action Details:

The school will implement high quality mathematical instruction 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/FIABs

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

IPG Data Report

Data chats

Math Intervention data

Owner(s):

Teachers

ILT/Teachers

Admin

Admin/ILT

Admin/ILT

Admin/Teachers

Timeline:

quarterly

ongoing

ongoing

quarterly

quarterly

2 times a year

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

- SWUN supplemental Math curriculum available to grade levels
- Go Math Curriculum and manipulatives
- Subscriptions to online supplemental math resources, such as Reflex Math.
- Beyond the Basic Math, complex tasks, FIABs with PLC planning
- Planning in research-based arts integration instructional strategies with FOCUS5 teaching artists
- Materials and supplies for complex math tasks
- Web based materials to support achievement in mathematics (MND Institute, iReady, MLD, Reflex Math)
- Certificated Tutor for support Math and Reading - Tier 2 and 3 support
- 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
- Supplemental contracts for teachers to attend innovative math instruction professional development
- Substitutes for 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, Reflex Math, and/or iReady. Math intervention courses will be developed to address student needs
- 1.0 FTE Counselor to support grades 6-8

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

There are currently 17 English Language Learners at Bullard TALENT. They are in Orange ELA on the CA School Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Language Learners by providing certificated tutors resources to push-in to support students on a regular basis. We will also work with Parent University to provide parent education to our ELL parent population to support their students at home.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Arts integrated instruction
- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners and Students with Disabilities
- Provide assessor for ELPAC testing
- Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
- Writing structures to support language development and usage
- Additional supports for problem solving including academic vocabulary. Students will be given daily opportunities to model, speak, and write about math.
- Professional development in ELD strategies provided by District and site TSA

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

No student population is performing at the lowest level in areas of Mathematics in Goal 1 according to the CA Dashboard. Three groups are in the orange band: African American Students, Hispanic students, and Students with Disabilities.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support students with disabilities by providing sub release days and incentives for SPED students for attendance and grade level academic gains.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support students with disabilities by providing sub release days and incentives for SPED students for attendance and grade level academic gains.

4. As a site: What are planned actions to support this student group?

PLC+ work to facilitate and improve collaboration and planning based upon common formative assessments.

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

Response to intervention for identified students

Academic discourse embedded in daily instruction

Certificated tutor support to prioritize students in subgroups with disproportionate data.

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 and informed care.

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

Suspension Rates (of identified students)

Referral Data

Academic Data (grades, iReady scores) of identified students

Class meeting data

COST referral data

Owner(s):

Admin

Mental Health Provider

Admin

Teachers

Admin

Timeline:

end of year

ongoing

quarterly

quarterly

monthly

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

- Advisory block weekly
- SEL/mental health provider
- AI4Youth mental health provider
- Support for teaching staff in Tier 3 strategies from clinicians
- Professional development and coaching in SEL strategies with Climate & Culture Specialist
- Materials to support tier 2 & tier 3 behaviors and interventions
- Implementation of district GVC for SEL skills; Second Step, Olweus, and class meetings
- Substitutes for Climate and Culture Team planning
- Substitutes for Climate and Culture professional development with DPI or other opportunities
- Supplemental contracts for Climate and Culture team
- 1.0 Campus Culture Director
- Behavior Support Plans with School Psychologist supports

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

There are currently 17 English Language Learners at Bullard TALENT. They are in Orange ELA on the CA School Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Language Learners by providing certificated tutors resources to push-in to support students on a regular basis. We will also work with Parent University to provide parent education to our ELL parent population to support their students at home.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Arts integrated instruction
- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners and Students with Disabilities
- Provide assessor for ELPAC testing
- Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
- Writing structures to support language development and usage
- Equal access to rigorous instruction for identified students
- Differentiated instruction and professional development to support the implementation

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in English Language Arts only.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support Students with Disabilities by providing sub release days for SPED staff and GE teachers to collaborate and plan to align instructional supports for these identified students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support students with disabilities by providing sub release days and incentives for SPED students for attendance and grade level academic gains.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Professional development regarding special education identification and instructional strategies within the GE classrooms.
- Response to intervention for identified students in grades 1-8 will be through support of certificated tutors.
- Academic discourse embedded in daily instruction
- Arts Integrated instructional strategies

- Arts integration instructional strategies
- Climate & Culture Specialist to support targeted SEL strategies for classes and explicit support for subgroups with disproportionate data

- COST referrals
- Professional development in differentiated instructional strategies and UDL provided by District SPED staff.
- Utilize best practice strategies to support Students with Disabilities
- Write Tools specialist teachers a stipend to support colleagues in implementation
- Reading comprehension collaborative professional learning

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0060 Bullard Talent K-8

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online subscriptions for students	12,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				21,499.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				3,268.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				17,014.00
G1A1	Sup & Conc	Instruction	Bks & Ref			:	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	19,684.00
G1A1	Sup & Conc	Instruction	Trvl & Conf			:	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			FOCUS5 : FOCUS5 Planning, consultation, and support	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food No Incentives*	6,400.00
G1A2	Sup & Conc	Instruction	Mat & Supp			:	3,562.00
G1A2	Sup & Conc	Instruction	Direct-Graph				750.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Reserve benefit for Clinical Social Worker 0.4 FTE.	14,301.00
G1A3	Sup & Conc	Parent Participation	Oth Cls-Supp				712.00
G1A3	Sup & Conc	Psychological Services	Crt Pupl-Reg	Clinical School Social Worker	0.3497	Clinical Social Worker 0.4 FTE, waiting to connect with another site through DPI. Reserve benefits of \$16,438 in 7090-4300	45,150.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Placeholder for Clinical Social Worker Benefits	2,146.00
G1A3	LCFF: EL	Psychological Services	Crt Pupl-Reg	Clinical School Social Worker	0.0503	Clinical Social Worker 0.4 FTE, waiting to connect with another site through DPI. Reserve benefits of \$16,438 in 7090-4300	6,494.00

**\$168,980.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	76.97 %	78.1 %	2023-2024	80 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Students participate in College and Career Readiness experiences and Goal 2 trips. (Provided by College & Career Readiness Department - CCR and Office of Student Engagement - Goal 2)

VPAC courses increase hands-on, real-world application of the Arts standards.

Families chaperone CTE trips and Goal 2 trips

Academic counselor was increased to full-time on-campus, and she provides goal-setting, academic advising, career and college planning.

2

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

No disproportionality is evident in the data for this metric.

Partnership with A4 and AASLA to provide our African American students with college planning and future thinking experiences.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There were fewer than anticipated guest speakers.

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 2024/25 SPSA.

Continued participation in CTE experiences, Goal 2 trips, and expand experiences as available.

Begin booking guest speakers in the Spring of 2024 for the 24-25 school year.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div>School Site Council reviewed 23/24 SPSA as well as first draft of 24/25 SPSA. A team of three SSC members worked with site principal to develop SPSA based upon Panorama survey metrics.  The SPSA draft was shared with staff for feedback prior to finalization by SSC.</div>	<div><div>2</div><div>ELAC:</div></div> <div>Bullard TALENT does not meet the threshold for an ELAC, with only 17 students (not including RFEP).</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div>Instructional Lead Team provided feedback prior to and during the SPSA writing process.  The Climate &amp; Culture team provided feedback prior to and during the SPSA writing process.</div>
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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	Owner(s):	Timeline:
CTE Learning experiences	Teachers/Students	ongoing
Student Engagement trips (Goal 2)	Teachers/Students	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, Academic chats, 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)
- ACT rewards (i.e., Star of the month, recognition tickets, weekly drawings, calendared focus traits)
- Student Leadership (CADA, FASL, other learning opportunities)
- Weekly classroom meetings

- MS Clubs
- STEAM materials and subscriptions
- Transportation for trips and experiences

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

*There are currently only 17 identified ELL students (not including RFEP). 58.8% are making progress towards English language proficiency.*

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support EL students by building parent connections through educational partnerships with Parent University and translations of school to home materials.*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Utilize the Academic Counselor to support EL students and parents in order to encourage participation in activities
- Building of background knowledge through realia, arts integration, and other instructional strategies across curricular areas.
- Certificated tutor monitors grades and checks in with EL students on a regular basis to provide encouragement and tutoring as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

*The metric for this goal does not indicate specific student groups needing additional strategic support in this area; however students with disabilities are in the orange based upon chronic absenteeism. African American, Hispanic, socioeconomic disadvantaged, two or more races, and white students are in the yellow. We will work to move each group to the green through site-based incentives for attendance and academic gains.*

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains, as well as provide sub release for collaboration between classroom teacher and SPED providers.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students participate in college/career experiences.
- AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students

Action 2

Title: Increase college and job readiness skills

Action Details:

Students will explore careers and skills needed through field trips, guest speakers, and other exploration opportunities.

Reasoning for using this action:

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>iReady data</p> <p>Jiji/Reflex Math/other digital platform reports</p> <p>Climate &amp; Culture Surveys</p>	<p>Owner(s):</p> <p>Admin</p> <p>Admin</p> <p>Admin and Climate &amp; Culture Team</p>	<p>Timeline:</p> <p>3 times a year</p> <p>Quarterly</p> <p>Fall and Spring</p>
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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 education for students
- PLCs will utilize online assessments and tasks to build on Digital Literacy skills that align with the CCSS , iReady, SBAC assessments
- Professional development in media arts standards-based instruction
- Arts industry exploration for students
- VPAC offerings in media arts and design
- Field trips
- Career cruising - career explorations

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*There are currently only 17 identified ELL students (not including RFEP). 58.8% are making progress towards English language proficiency.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support ELL students by providing trips and experiences to all students.*

**3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Utilize best practice strategies for technology to support English Learners, such as arts integrated instruction
- Students work collaboratively to create GoogleDoc or PPT slides for presentations in grades 4 through 8.
- Career explorations through field trips and guest speakers

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

*The metric for this goal does not indicate specific student groups needing additional, strategic support in this area, however students with disabilities are in the orange based upon chronic absenteeism. African American, Hispanic, socioeconomic disadvantaged, two or more races, and white students are in the yellow. we will work to move each group to the green through site based incentives for attendance and academic gains.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains, and career exploration opportunities such as field trips, classroom libraries, etc..*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains as well as provide sub release for collaboration between classroom teacher and SPED providers.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students participate in college/career experiences.
- AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students
- Individualized online support through MIND Institute, iReady, Scholastic, and others

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0060 Bullard Talent K-8

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for field trips and reward trips	5,000.00
G2A2	Sup & Conc	Instruction	Nc-Equipment				10,241.00

\$15,241.00



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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		9.6 %	2023-2024	0 %
Suspension Rate - Semester 1	✓	1.78 %	0.4 %	2023-2024	0 %
Suspension Rate - Semester 1 (African American)	✓		0 %	2023-2024	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

VPAC and arts opportunities and education are sustained and students participate weekly.

The suspension rate is much lower for the 23-24 school year.

Administration participated in Restorative Practices training for leaders

Monthly attendance meetings are held for students approaching chronic levels

Sub release time for VPAC planning was provided.

FOCUS5 professional development was provided.

2

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

Based upon the CADashboard data, the metrics do not indicate significant disproportionalities, except for students with disabilities in chronic absenteeism. There are 71 identified students, with 21% at a chronically absent level (15 students.) There is not a consistent pattern as to what contributed to this. It could be the frustration level in academics for students with learning disabilities. Going forward, we will work with SPED team and attendance to identify attendance concerns prior to chronic levels and provide supports.

Suspension rate for semester one for African American students is 0%.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Student incentives need to be expanded to increase student motivation.

All identified actions were implemented.

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 2024/25 SPSA.

Goal setting student incentives program will be initiated and implemented.

Work with SPED team and attendance/records clerk to identify attendance concerns prior to chronic levels and provide additional outreach and supports, such as admin calls.

Subs will be provided for teachers to attend restorative practices and/or SEL training (if offered by District)

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>School Site Council reviewed 23/24 SPSA as well as first draft of 24/25 SPSA. A team of three SSC members worked with site principal to develop SPSA based upon Panorama survey metrics.</div> <div>The SPSA draft was shared with staff for feedback prior to finalization by SSC.</div>	<div>2 ELAC:</div> <div>Bullard TALENT does not meet the threshold for an ELAC, with only 17 students (not including RFEP).</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Instructional Lead Team provided feedback prior to and during the SPSA writing process.</div> <div>The Climate &amp; Culture team provided feedback prior to and during the SPSA writing process.</div>
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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	Owner(s):	Timeline:
Parent, student, and staff surveys	All stakeholders	March 2022
Student Engagement Data in ATLAS	TSAVP	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
- Supplemental contracts for staff to implement/supervise Performing Arts events

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

There are currently only 17 identified ELL students (not including RFEP). 58.8% are making progress towards English language proficiency.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support this group by providing translations in home language for performance programs and parent communication regarding arts activities and performances.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Utilize the Academic Counselor to support EL students and parents in order to encourage participation in activities
- Building of background knowledge through realia, arts integration, and other instructional strategies across curricular areas.
- Certificated tutor monitors grades and checks in with EL students on a regular basis to provide encouragement and tutoring as needed.
- Support multicultural arts opportunities
- English Language is developed through the many and varied opportunities in the Arts

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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Our African American students are in the red based upon suspension data from the 22-23 school year. In addition, students with disabilities are in the orange based upon chronic absenteeism. African American, Hispanic, socioeconomic disadvantaged, two or more races, and white students are in the yellow. We will work to move each group to the green through site-based incentives for attendance and academic gains.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support African American students by providing incentives for improved attendance and academic gains.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support African American students through college and career explorations.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students participate in college/career experiences.
- AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students
- All students participate in the Arts K-8th grade.
- Child Welfare Attendance referrals

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

Student 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):

- Office of Student Engagement provided field trips and 6th grade camp
- Develop school culture and sense of community and connection through activities and branding, such as mascot and signage.
- Maintain Campus Culture to a 1.0 FTE through staffing parameters.
- Additional on-campus clubs; ToT, Math-o-rama, Social Club, Minecraft Sports Team, Million Word club, Grade Level Reading Clubs (support through Renaissance Learning)
- Expand activities or clubs down to elementary level
- Additional supplemental contracts for club sponsors
- Additional field trips
- Lunch time activities/campus culture director
- Professional development for staff to increase staff/student connection
- MS Clubs two days/week
- Two Leadership electives for MS
- Activities with MS and ES partnership in Buddy activities
- 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.)
- Supplemental contracts for staff supervision/sponsorship of clubs and activities
- Supplemental contracts for staff climate and culture activities
- Substitutes for professional development opportunities
- Translation services in print and verbal
- Provide parent education on the importance of attendance and avoiding early pick-up from school

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support ELL students by translating student engagement opportunities information for school to home communication.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Ensuring access and interest in the various activities on campus
- Participation in the many activities and school-wide events supports English Language acquisition and use

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The metric for this goal does not indicate specific student groups needing additional, strategic support in this area; however students with disabilities are in the orange based upon chronic absenteeism. African American, Hispanic, socioeconomic disadvantaged, two or more races, and white students are in the yellow. we will work to move each group to the green through site based incentives for attendance and academic gains.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds, we plan to support students with disabilities by providing incentives for improved

attendance and academic gains, as well as provide sub release for collaboration between classroom teacher and SPED providers.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students participate in college/career experiences.
- AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students
- All students participate in the Arts K-8th grade.
- Child Welfare Attendance referrals are submitted for high absence students
- All students have the opportunity and are encouraged to participate in activities.

Action 3

Title: Provide ongoing staff training and support

Action Details:

Training opportunities will be provided for staff in restorative practices and discipline guidelines *as available*.

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):

admin and C&C Team  
Administration

Timeline:

March 2022  
ongoing

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

- Student Engagement: Elective choices, arts integrated instruction, and expanded clubs and activities
- Weekly Staff bulletin and emails
- Climate & Culture team newsletter and staff feedback opportunities
- Monthly school newsletter
- Diversity, Equity, and Inclusion partnership
- Professional Learning based upon PLC needs
- Instructional Lead Teacher Team
- Professional Learning Communities (PLC +)
- Climate and Culture Team monthly meetings (Stipends)
- School Building Committee

- Opportunities for staff to attend professional development with sub coverage

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*There are currently only 17 identified ELL students (not including RFEP). 58.8% are making progress towards English language proficiency.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*N/A*

**3. As a site: What are planned actions to support this student group?**

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. ELD Instructional strategies professional development.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*The metric for this goal does not indicate specific student groups needing additional, strategic support in this area, however students with disabilities are in the orange based upon chronic absenteeism. African American, Hispanic, socioeconomic disadvantaged, two or more races, and white students are in the yellow. We will work to move each group to the green through site based incentives for attendance and academic gains.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains.*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds, we plan to support students with disabilities by providing incentives for improved attendance and academic gains, as well as provide sub release for collaboration between classroom teacher and SPED providers.*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students participate in college/career experiences.
- AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students
- All students participate in the Arts K-8th grade.
- Child Welfare Attendance referrals are submitted for high absence students
- All students have the opportunity and are encouraged to participate in activities.
- Provide substitute release time and/or supplemental contracts for teachers to attend Professional Learning; PLC+, Cultural Proficiency, content specific topics (math, literacy, science, and social studies), and classroom management.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0060 Bullard Talent K-8

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Teacher-Supp			*No IEPs*	11,036.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies for arts instruction and arts integration instruction. *No Food No Incentives*	16,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Guest speakers to improve campus culture	10,000.00

**\$37,036.00**

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	64.74 %	72.4 %	2023-2024	73.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Frequent meetings, reflection, and implementation of actions to improve the organizational culture have helped in meeting the 23-24 goal. Increased communication and efforts to respond to staff concerns may have also contributed to the improved data. Ongoing cycle of improvement will continue.

2

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

N/A

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 (Intended actions for the current school year vs. Actual actions that occurred).

Instructional coaching was minimal due to a lack of staffing in this role. (Shared with sites across the Bullard region.)

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 2024/25 SPSA.

Frequent reflection and improved staff communication through the Climate & Culture team and School Building committee will continue.

Additional opportunities to acknowledge staff and build there sense of value will be explored and initiated in collaboration with the C&C team and Vice Principal.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.



<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>School Site Council reviewed 23/24 SPSA as well as first draft of 24/25 SPSA. A team of three SSC members worked with site principal to develop SPSA based upon Panorama survey metrics.  The SPSA draft was shared with staff for feedback prior to finalization by SSC.</div>	<div>2</div> <div>ELAC:</div> <div>Bullard TALENT does not meet the threshold for an ELAC, with only 17 students (not including RFEP).</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Instructional Lead Team provided feedback prior to and during the SPSA writing process.  The Climate &amp; Culture team provided feedback prior to and during the SPSA writing process.</div>
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Action 1

Title: Provide ongoing staff training and support

Action Details:

The school will recruit and retain highly qualified 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

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Climate &amp; Culture Survey Data</div> <div>PL agendas, sign-in sheets and feedback</div>	<div>Owner(s):</div> <div>VP, C&amp;C Team</div> <div>Administration</div>	<div>Timeline:</div> <div>November 2024</div> <div>ongoing</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Academics: Arts integration professional development with FOCUS5, Inc.
- Student Centered and Real-World Learning: CCR trips, VPAC courses
- Student Engagement: Elective choices, arts integrated instruction, expanded clubs and activities,
- Weekly Staff Newsletter and emails
- Diversity, Equity, and Inclusion partnership
- Academic Professional Learning based upon PLC needs
- Instructional coaching and support (literacy initiative)
- Instructional Lead Teacher Team
- Professional Learning Communities (PLC +)
- Climate and Culture Team meetings, newsletters, and reflection with actionable steps
- School Building Committee

<div>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</div>	<div>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</div>
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- Arts integrated instruction
  - Integrated and designated ELD instruction
  - Supplemental ELD materials
  - Utilize best practice strategies to support English Learners and Students with Disabilities
  - Provide assessor for ELPAC testing
  - Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
  - Writing structures to support language development and usage
  - Provide substitute release time and/or supplemental contracts for teachers to attend Professional Learning; PLC, Cultural Proficiency, content specific (math, literacy, science, and social studies) classroom management, ELD Instructional strategies professional development.
  - Translation services for school to home communication
- All students participate in college/career experiences.
  - AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students
  - All students participate in the Arts K-8th grade.
  - Child Welfare Attendance referrals are submitted for high absence students
  - All students have the opportunity and are encouraged to participate in activities.
  - Provide substitute release time and/or supplemental contracts for teachers to attend Professional Learning; PLC+, Cultural Proficiency, content specific topics (math, literacy, science, and social studies), and classroom management.

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	86.72 %	88.1 %	2023-2024	89.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

ALI of the following have been implemented in 23-24:  
Back to School Night and Open House; New Student Orientation/Marching into Middle School; Parent/Teacher Conferences; Parent Coffee Hours; Award assemblies; Printed monthly newsletter; Family Art Night; Harvest of Talent and other PTSA sponsored events; Monthly performances: grade level plays, music, dance etc.; Sunday messages; updated website; emails, phone calls; marquee; and ParentSquare; Translators; Maintained social media presence to connect families

2

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

Disproportionality is not evident in the data/metric.  
Without a home-school liaison, it is difficult to meet the needs of our English Learner families in real time. Translators need to be scheduled and are often not available in person.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Family Engagement hours facilitated by Parent University on a variety of topics.  
New student orientation for families in all grade levels has been started.

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 2024/25 SPSA.

Partnership with Safe 2 Schools for training parent volunteers for safety patrol around campus.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div>School Site Council reviewed 23/24 SPSA as well as first draft of 24/25 SPSA. A team of three SSC members worked with site principal to develop SPSA based upon Panorama survey metrics.  The SPSA draft was shared with staff for feedback prior to finalization by SSC.</div>	<div><div>2</div><div>ELAC:</div></div> <div>Bullard TALENT does not meet the threshold for an ELAC, with only 17 students (not including RFEP).</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div>Instructional Lead Team provided feedback prior to and during the SPSA writing process.  The Climate &amp; Culture team provided feedback prior to and during the SPSA writing process.</div>
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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

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Attendance reports</div> <div>Power BI data</div> <div>Culture &amp; Climate Survey Data</div>	<div>Owner(s):</div> <div>VP and Academic Counselor, Teachers</div> <div>Administration</div> <div>C&amp;C Team</div>	<div>Timeline:</div> <div>quarterly review</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Back to School Night and Open House
- New Student Orientation/Marching into Middle School
- Parent/Teacher Conferences
- Parent Coffee Hours
- Award Ceremonies

- Printed monthly newsletter
- Printed Month-at-a-Glance
- Email campaign for families
- 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 newsletters
- Schoolwide communication: Sunday messages, updated website, emails, phone calls, marquee, and ParentSquare
- Translators
- Professional development for front office staff
- Maintain social media presence to connect families

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- Arts integrated instruction
- Integrated and designated ELD instruction
- Supplemental ELD materials
- Utilize best practice strategies to support English Learners and Students with Disabilities
- Provide assessor for ELPAC testing
- Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
- Writing structures to support language development and usage
- 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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- All students participate in college/career experiences.
- AASLA and BSU provide trips and opportunities to develop college and career readiness for African American students
- All students participate in the Arts K-8th grade.
- Child Welfare Attendance referrals are submitted for high absence students
- All students have the opportunity and are encouraged to participate in activities.
- 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.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0060 Bullard Talent K-8

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			Materials & Supplies *No Food No Incentives*	1,964.00

\$1,964.00

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0060 Bullard Talent K-8

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online subscriptions for students	12,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				21,499.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				3,268.00
G1A1	Sup & Conc	Instruction	Teacher-Supp				17,014.00
G1A1	Sup & Conc	Instruction	Bks & Ref			:	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	19,684.00
G1A1	Sup & Conc	Instruction	Trvl & Conf			:	5,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			FOCUS5 : FOCUS5 Planning, consultation, and support	10,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies *No Food No Incentives*	6,400.00
G1A2	Sup & Conc	Instruction	Mat & Supp			:	3,562.00
G1A2	Sup & Conc	Instruction	Direct-Graph				750.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Reserve benefit for Clinical Social Worker 0.4 FTE.	14,301.00
G1A3	Sup & Conc	Parent Participation	Oth Cls-Supp				712.00
G1A3	Sup & Conc	Psychological Services	Crt Pupl-Reg	Clinical School Social Worker	0.3497	Clinical Social Worker 0.4 FTE, waiting to connect with another site through DPI. Reserve benefits of \$16,438 in 7090-4300	45,150.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Placeholder for Clinical Social Worker Benefits	2,146.00
G1A3	LCFF: EL	Psychological Services	Crt Pupl-Reg	Clinical School Social Worker	0.0503	Clinical Social Worker 0.4 FTE, waiting to connect with another site through DPI. Reserve benefits of \$16,438 in 7090-4300	6,494.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for field trips and reward trips	5,000.00
G2A2	Sup & Conc	Instruction	Nc-Equipment				10,241.00
G3A1	Title 1 Basic	Instruction	Teacher-Supp			*No IEPs*	11,036.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies for arts instruction and arts integration instruction. *No Food No Incentives*	16,000.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Guest speakers to improve campus culture	10,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies *No Food No Incentives*	1,964.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,400.00
Sup & Conc	7090	\$167,181.00
LCFF: EL	7091	\$8,640.00
<b>Grand Total</b>		<b>\$223,221.00</b>

\$223,221.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$168,980.00
G2 - Expand student-centered and real-world learning experiences	\$15,241.00
G3 - Increase student engagement in their school and community	\$37,036.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,964.00
<b>Grand Total</b>	<b>\$223,221.00</b>