

Bullard Talent K-8

10621666006100

Principal's Name: Catherine Aujero

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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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


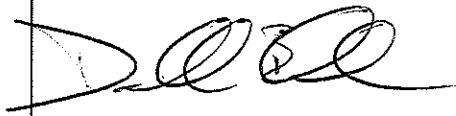
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Catherine Aujero	X				
2. Chairperson - Darrell Balnks				X	
3. Vice Chairperson - Hasmik Khalachyan-Canas		X			
4. Secretary - Erin Savitt		X			
5. DELAC Representative - Eddie Rodriguez				X	
6. Suzanne Summers			X		
7. Sarah Warkentin				X	
8. Julia Landon		X			
9. Bridget Murray					X
10. Andrea Marshall				X	
11. Leo Jimesanagnos (alternate)					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>N/A</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Catherine Aujero		4-5-22
SSC Chairperson	Darrell Blanks		4-5-22

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 2022/23

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$39,964
7090	LCFF Supplemental & Concentration	\$152,084
7091	LCFF for English Learners	\$10,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$83,134</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$285,982

* 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	\$1,552
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$38,412</u>
	Total Title I Allocation	\$39,964

Bullard Talent K-8 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		56.85 %	2021-2022	65 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		38.27 %	2021-2022	39.37 %

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.

I-Ready ELAD2

On Level Actions that have contributed to our 14% iReady growth in Reading from Fall to mid-year 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 is now held 4 days/week. Models used were small group during teacher support time, some independent work on iReady at student accessed level.

RTI tier 2 provided by the Certificated tutors was focused on first through third grade students. COST and 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 19% iReady growth in Mathematics from Fall to mid-year 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, STMath, MLD cohort (focused on grades 2-4).

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 ELAD2 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 21-22. However, there is still a significant discrepancy between the percentage of African American students on or above grade level (36%), Hispanic students on or above grade level (37%) and their white peers (59%) on iReady intervention level data.

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 21-22. However there is still a significant discrepancy between the percentage of African American students on or above grade level (11%), Hispanic students on or above grade level (14%) and their white peers (34%) on iReady intervention level data.

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).

Funds set aside for the following were not utilized since the pandemic prevented sites from securing substitute teachers for release time.

- PLCs to meet with administration to review student progress
- Teacher release time to attend SST student meetings
- PLCs to meet and plan instruction utilizing FUSD scope and sequence, iReady data,CFA
- On-going PLC meetings to review student learning and design instruction with a focus on three-tiered support
- Peer observations

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 2022-23 SPSA.

- We will continue our academic goals and strive to create actions that meet the needs of all students and strive toward the intent of Bullard TALENT K-8 to exemplify the school mantra that, "The Arts are Academic", through highly engaging arts integrated instructional strategies. Bullard TALENT will partner with national consulting firm, FOCUS5 to provide schoolwide professional development in arts integration instructional strategies differentiated by grade level and subject matter, based upon student need and data.
- In addition, instructional coaches will be utilized based upon assessment data to target instruction for student growth and intervention strategies using an MTSS model to differentiate instruction focused on student need and learning styles.
- Progress monitoring will be implemented at regular intervals to determine next steps for students in need of additional support through COST and SST.

Step 4: Educational Partner 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. The group was asked to provide input on current actions and suggestions to shifts in actions. Suggestions were made to adjust wording and support was provided for the Arts Integration PL. It was suggested to be sure to allocate funds for the needed materials in the classroom for any new initiatives as well as technology. SSC also asked about usage reports for subscriptions. SSC met in February and reviewed all SPSA actions and budget and met again in March to approve the final plan/budget.

2 ELAC:

An ELAC meeting was held on 3/17/22 to share the document and allow for questions and suggestions.

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. They submitted needs requests that were incorporated into the SPSA document.

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

Writing samples from arts integrated instruction

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

IPG data collection

Data Chats

Progress monitoring of academic tutoring

COST meeting referrals

Owner(s):

Teachers

Teachers

Teachers K-3

Rtl CTs

ILT

Admin/ILT

Admin/ILT

Admin/Teachers

Admin

Admin

Timeline:

quarterly

ongoing

as needed

6-8 weeks

ongoing

ongoing

quarterly

2 times a year

quarterly

monthly

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.
- Web based materials (i.e., 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
- Re-introduce common writing instructional structures such as Write Tools
- 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 three times per year
- 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
- Professional development for VPAC consultants in site-specific writing and literacy instructional models within the arts
- Student awards for growth and achievement
- Provide 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 for academic tutoring will be available to K-8 teachers to target student needs.
- Additional School Psychologist time to support the SST process and teachers with Tier 2 and 3 interventions.
- 1.0 FTE Counselor to support grades 6-8

Specify enhanced services for EL students:

- Arts integrated instruction
- Integrated and designated ELD instruction
- 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.
- Writing structures to support language development and usage

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
- 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
- COST referrals

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/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
 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
- Beyond the Basic Math, complex tasks, FIABs with PLC planning
- Professional development in research-based arts integration instructional strategies with FOCUS5, Inc.
- Materials and supplies for arts integrated complex math tasks
- 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
- Supplemental contracts for teachers to attend UnboundEd Math Pathway and/or other 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 and/or iReady. Math intervention courses will be developed to address student needs in grades 6-8.
- 1.0 FTE Counselor to support grades 6-8

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Provide in class differentiated response to intervention (K-5)
 Response to intervention for identified students in grades 6-8 will be part of their VPAC schedule
 Academic discourse embedded in daily instruction through arts integration

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):

- SEL/mental health provider - Heather Carrier
- All4Youth mental health provider
- Additional psychologist time 0.1 FTE
- Support for teaching staff in Tier 3 strategies from clinicians
- Professional development each month in arts integrated instructional strategies with SEL strategies
- Materials to support tier 2 & tier 3 behaviors and interventions
- Implementation of district GVC for SEL skills; Second Step, Olweus, class meetings
- Substitutes for Climate and Culture Team planning
- Supplemental contracts for Climate and Culture team
- 1.0 Campus Culture Director

Specify enhanced services for EL students:

Equal access to identified students

Differentiated instruction and professional development to support the implementation

Arts integration instructional strategies

Specify enhanced services for low-performing student groups:

Equal access to identified students

Differentiated instruction and professional development to support the implementation

2022-2023 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	Sup & Conc	Instruction	Teacher-Subs			Teacher subs. Also support G1A2 & 3.	21,696.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts. Also support G1A2 & 3.	21,290.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Support classroom instruction	15,286.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Arts Integration	22,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to repurpose with SSC approval - 0.4375 Certificated Tutor moved to District Title I funds	45,299.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Printing/graphics for campus needs	750.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		17,129.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts	568.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials for translated communications	5,512.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Support for EL Students	4,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts. Also Supports G1A2 & 3.	9,661.00
G1A1	One-time School	Instruction	Bks & Ref			Supplemental materials to increase student comprehension in math and literacy.	16,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			*Other* : FOCUS5	14,500.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : Support for writing instruction	20,000.00
G1A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			*Other* : Heather Carrier services, Social Emotional support/Mental health counseling.	38,000.00
G1A3	One-time School	Guidance & Counseling Services	Subagreements			*Other* : Heather Carrier services, Social Emotional support/Mental health counseling.	10,000.00

\$261,691.00

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	✓		81.33 %	2021-2022	82.43 %

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 will participate in College and Career Readiness experiences.
VPAC courses will increase hands-on, real-world application of the Arts standards.

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 on-site translation support for outreach to non-English speaking families. School currently accesses EL Services for 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 (Intended actions for the current school year vs. Actual actions that occurred).

Due to the pandemic, in-person opportunities were limited.
Sixth grade camp and third grade river experience have been reinstated.

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 2022-23 SPSA.

As in-person opportunities are reinstated, more grade level experiences need to be taken for students across grade levels.

Step 4: Educational Partner 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 and survey data to share with the SSC. The group was asked to provide input on current actions and suggestions to shifts in actions. Suggestions were made to adjust wording and support was provided for the Arts Integration PL. It was suggested to be sure to allocate funds for the needed materials in the classroom for any new initiatives as well as technology. SSC also asked about usage reports for subscriptions. SSC met in February and reviewed all SPSA actions and budget and met again in March to approve the final plan/budget.

2 ELAC:

An ELAC meeting was held on 3/17/22 to share the document and allow for questions and suggestions.

3 Staff:

We utilized this document and survey data. Staff was asked to work as a PLC to provide input on current actions/goals and suggestions to shifts in actions. They submitted needs requests that were incorporated into the SPSA document.

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 (CADA, FASL, other learning opportunities)
- Weekly classroom meetings
- MS Clubs

- STEAM materials and subscriptions

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:

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 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
- Professional development in media arts standards-based instruction
- Arts industry exploration for students

Specify enhanced services for EL students:

- Utilize best practice strategies for technology to support English Learners, such as arts integrated instruction

Specify enhanced services for low-performing student groups:

- individualized online support through MIND Institute, iReady, RAZ Kids

2022-2023 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	Nc-Equipment			Non-capitalized equipment to support real-world experiences for students.	4,973.00
G2A1	One-time School	Instruction	Cons Svc/Oth			*Other* : Provide assemblies, guest speakers, and student conferences.	8,000.00

\$12,973.00

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	✓		26.26 %	2021-2022	25.66 %
Section Attendance - Semester 1 - percentage of students with 90% and above			71.43 %	2021-2022	72.03 %
Suspension Rate - Semester 1	✓		1.98 %	2021-2022	1.65 %

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.

Chronic Absenteeism

To date, the attendance rate is 91% with 22.3% chronic and 5.05 %severely chronic. Comparing attendance rates over the past 3 years, the absentee rate is much higher. This increase can be attributed to quarantine status of students during the COVID-19 pandemic.

Suspendable behaviors have increased, possibly due to the adjustment back into a formal school structure on campus. We have also seen an increase in social media behavior problems, both minor and major.

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

Chronic Absenteeism

Attendance rates for most subgroups are at or above the school average. However, Hispanic students' attendance rate is 8% lower than their white peers.

Again, much of the increase in chronic absenteeism is due to student quarantines through the first three quarters of the 21-22 school year.

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).

Students who either tested positive for COVID-19, or were household contacts of someone who had tested positive were required to quarantine for 10 days in the first semester. In the second semester, that could be reduced to five days with a negative test result. While students who completed independent study or were in class virtually are not included in this count, it was very challenging to have students attend remotely due to similar issues with distance learning in 2020-21.

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 2022-23 SPSA.

The student quarantine model has been adjusted to allow for students to remain in school if they are identified as a close contact if symptom-free. This has already improved schoolwide attendance significantly to 96% daily attendance or better.

Step 4: Educational Partner 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 attendance data and processes to share with the SSC. The group was asked to provide input on current actions and suggestions to shifts in actions. Suggestions were made to adjust wording and support was provided for the Arts Integration PL. It was suggested to be sure to allocate funds for the needed materials in the classroom for any new initiatives as well as technology. SSC also asked about usage reports for subscriptions. SSC met in February and reviewed all SPSA actions and budget and will meet again in March to approve the final plan/budget.

2 ELAC:

An ELAC meeting was held on 3/17/22 to share the document and allow for questions and suggestions.

3 Staff:

We utilized this document, survey data and attendance data and processes 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. They submitted needs requests that were incorporated into the SPSA document.

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

TSAMP

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 is 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.
Child Welfare Attendance referrals

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
- Increase 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

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.
Child Welfare Attendance referrals are submitted for high absence students

2022-2023 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
G3A2	Sup & Conc	Instruction	Mat & Supp			: Provide support for student connectedness and sense of community.	8,634.00

\$8,634.00

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	✓		82.28 %	2021-2022	90 %

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.

Staff Goal - Site Defined
 The school will retain and seek to hire high quality staff that reflects the diversity of our community.
 Staff Survey—Overall Positive in Organizational Culture Domain
 By the spring of 2022, 90% of staff will respond positively in the Organizational Culture Domain.

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

Staff Goal - Site Defined
 The current staff (classified and certificated) do not proportionately reflect the diversity of our community.

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).

Staff Survey—Overall Positive Organizational Culture Domain
 There has been a decline in the percentage of staff that have an overall favorable response in organizational culture. This can be contributed to change in site administration (new principal) and developing rapport and trust. In addition, due to the pandemic there has been a significant decrease in opportunities to meet as a staff and have one-on-one sessions with the principal for data chats and planning.

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 2022-23 SPSA.

Increase teacher voice and input in professional development, ongoing meetings with lead teachers, and open door policy. For example, staff were surveyed for preferences for professional development in 22-23 school year.

Step 4: Educational Partner 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, student demographics, and survey data to share with the SSC. The group was asked to provide input on current actions and suggestions to shifts in actions. Suggestions were made to adjust wording and support was provided for the Arts Integration PL. It was suggested to be sure to allocate funds for the needed materials in the classroom for any new initiatives as well as technology. SSC met in February and reviewed all SPSA actions and budget and met again in March to approve the final plan/budget.

2 ELAC:

An ELAC meeting was held on 3/17/22 to share the document and allow for questions and suggestions

3 Staff:

We utilized this document, survey data, and student demographics, 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. They submitted needs requests that were incorporated into the SPSA document.

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

[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:](#)

- **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
- Cultural Proficiency training
- Academic Professional Learning based upon PLC needs
- Instructional coaching and support
- Instructional Lead Teacher Team

- Professional Learning Communities
- Climate and Culture Team
- School Building Committee

[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 topics (math lesson design, 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	✓		83.61 %	2021-2022	84.71 %

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.

Family Goal - Family Engagement

The school will provide inclusive opportunities for families to engage in their students' education. By the spring of 2023, 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 - Family Engagement

The COVID-19 Pandemic has made inclusive opportunities challenging as in-person opportunities did not resume until second quarter, family engagements and parent conferences/conversations were held virtually. Parent volunteers have not been permitted on campus this school year.

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).

This is an adjusted 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. We will utilize specific survey items to target needs of our families and ways that the school site can increase positive responses.

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 2022-23 SPSA.

The school will continue to promote parental involvement in a variety of ways. The school will conduct monthly grade level performances, resume semester 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 and staff will be encouraged to communicate 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: Educational Partner 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 and survey data to share with the SSC. The group was asked to provide input on current actions and suggestions to shifts in actions. Suggestions were made to adjust wording and support was provided for the Arts Integration PL. It was suggested to be sure to allocate funds for the needed materials in the classroom for any new initiatives as well as technology. SSC met in February and reviewed all SPSA actions and budget and met again in March to approve the final plan/budget.

2 ELAC:

An ELAC meeting was held on 3/17/22 to share the document and allow for questions and suggestions.

3 Staff:

We utilized this document and survey data 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. They submitted needs requests that were incorporated into the SPSA document.

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
- Parent Coffee Hours
- Award Ceremonies
- Printed monthly newsletter with student leadership
- 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, Remind, ClassDojo, SchoolMessenger
- Translators
- Professional development for front office staff
- Expand social media presence to connect families

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.

2022-2023 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			Parent connection supports **No food or incentives**	1,964.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting, translating	720.00

\$2,684.00

2022-2023 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	Sup & Conc	Instruction	Teacher-Subs			Teacher subs. Also support G1A2 & 3.	21,696.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts. Also support G1A2 & 3.	21,290.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Support classroom instruction	15,286.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Arts Integration	22,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Funds to repurpose with SSC approval - 0.4375 Certificated Tutor moved to District Title I funds	45,299.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Printing/graphics for campus needs	750.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		17,129.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts	568.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials for translated communications	5,512.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Support for EL Students	4,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts. Also Supports G1A2 & 3.	9,661.00
G1A1	One-time School	Instruction	Bks & Ref			Supplemental materials to increase student comprehension in math and literacy.	16,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			*Other* : FOCUS5	14,500.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : Support for writing instruction	20,000.00
G1A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			*Other* : Heather Carrier services, Social Emotional support/Mental health counseling.	38,000.00
G1A3	One-time School	Guidance & Counseling Services	Subagreements			*Other* : Heather Carrier services, Social Emotional support/Mental health counseling.	10,000.00
G2A1	One-time School	Instruction	Nc-Equipment			Non-capitalized equipment to support real-world experiences for students.	4,973.00
G2A1	One-time School	Instruction	Cons Svc/Oth			*Other* : Provide assemblies, guest speakers, and student conferences.	8,000.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Provide support for student connectedness and sense of community.	8,634.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent connection supports **No food or incentives**	1,964.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting, translating	720.00

\$285,982.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,964.00
Sup & Conc	7090	\$152,084.00
LCFF: EL	7091	\$10,800.00
One-time School	7099	\$83,134.00
Grand Total		\$285,982.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$261,691.00
G2 - Expand student-centered and real-world learning experiences	\$12,973.00
G3 - Increase student engagement in their school and community	\$8,634.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,684.00
Grand Total	\$285,982.00