

Bullard Talent

10621666006100

Principal's Name: Catherine Aujero

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Catherine Aujero	X				
2. Chairperson - Cynthia Sterling		X			
3. Sandra Blanks		X			
4. Kathy Eastwood		X			
5. Debra Balint				X	
6. Gytana Brown				X	
7. Alana Hill				X	
8. Kristen Maroot-Rippee				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

School Name: Bullard Talent			
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		3/12/25
SSC Chairperson	Cynthia Sterling		3/12/25

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

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

FY 2025/26

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$43,050 *
7090	LCFF Supplemental & Concentration	\$151,656
7091	LCFF for English Learners	\$6,930

TOTAL 2025/26 ON-SITE ALLOCATION	\$201,636
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,400
Program Budget	\$41,650
Total Title I Allocation	\$43,050

ESSA Assistance Status: Not Identified for Assistance

Bullard Talent K-8 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			84.1 %	2024-2025	90 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)			46.5 %	2024-2025	62 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			77.9 %	2024-2025	90 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)			31 %	2024-2025	46 %
SBAC ELA - Average distance from standard	✓	11 pts	12.1 pts	2023-2024	27.1 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	0 pts	-116.9 pts	2023-2024	-95.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	57.1 %	58.8 %	2023-2024	65 %
SBAC Math - Average distance from standard	✓	-10 pts	-10.4 pts	2023-2024	4.6 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-107.6 pts	2023-2024	-69.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	60 %	45.6 %	2023-2024	60 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Action 1: Based upon the metrics in this current goal, students are demonstrating growth in English Language Arts. However, approximately 41% of students are not yet meeting standards on the SBAC exam. Students with disabilities are far below standard in both ELA and Mathematics.
- Action 2: Based upon the metrics in this current goal, as a school site mathematics growth is stagnate and distance from standard has not improved. Students meeting or exceeding standards has declined.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Low reading scores are the result of a combination of factors that impact student engagement, motivation, and skill development. Chronic absenteeism limits exposure to instruction, while students who are present often struggle to sustain attention, complete assignments, and engage in independent reading. Additionally, an unengaging curriculum, lack of time for teachers to provide timely feedback, and a growing expectation of immediate gratification contribute to students' reluctance to engage in deep reading and productive struggle. As a result, many students no longer see reading as valuable or enjoyable, leading to an apathetic mindset that further exacerbates low reading achievement.
- Low math growth is driven by a lack of fluency in basic math facts, inconsistent emphasis on fact mastery across grade levels, and limited understanding or application of the mathematical practices. When students do not develop automaticity with foundational math facts, they struggle to engage in higher-level problem-solving and reasoning. Additionally, without consistent exposure to and practice with essential mathematical habits—such as making sense of problems, reasoning abstractly, and constructing viable arguments—students fail to develop deep conceptual understanding. This gap in both foundational skills and strategic thinking leads to decreased confidence, engagement, and overall math proficiency.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Needs Statement for Enhancing Growth in English Language Arts (ELA)

- In order to foster significant growth in English Language Arts (ELA) for our students, it is crucial to implement strategies and resources that will increase student engagement, build a strong reading culture, and offer diverse, meaningful learning experiences. Teachers have identified several key areas that require attention to ensure all students have the tools and opportunities to succeed in reading and literacy.
- Engaging and Diverse ELA Resources/Texts:** Students need access to more engaging, diverse, and high-quality texts that challenge their comprehension and foster a love for reading. Resources such as common, high-quality literature are essential to provide varied reading materials that cater to different interests, reading levels, and support both fiction and informational text learning.
 - Building a Community of Readers:** There is a need for consistent, school-wide initiatives that help build a community around the joy of reading. Implementing a “Million Word Club” can motivate students to read more and track their growth, while incorporating resources like *Time Magazine for Kids* and *Scholastic News* will expose students to current events and non-fiction texts, making reading more relevant and engaging.
 - Cross Grade-Level Reading Buddies:** A dedicated time for cross-grade-level reading buddies will provide students with mentorship opportunities while encouraging collaborative reading experiences. This initiative helps build stronger community bonds and supports peer learning, with the added benefit of increasing students' reading motivation.
 - Strategic Instructional Practices:** Continued focus on foundational reading skills, through Orton-Gillingham, Heggerty, high frequency words, and fluency development in K-2 will help to transition students to reading to learn and develop a love of reading. The implementation of strategies such as “Notice and Note” for both fiction and informational texts will allow students to dive deeper into their reading, improving critical thinking and comprehension. Teachers have expressed interest in increasing arts integration planning and implementation in partnership with FCOE.
 - Increased collaboration:** Teachers have expressed the need for opportunities to observe and collaborate with one another to strengthen instructional practices. Allocating half-day subs for teacher observations will provide valuable insights into different teaching techniques, fostering professional growth and the implementation of best practices across content areas.
 - Improving reading for students with disabilities:** Improving fidelity to dedicated planning and collaboration between GE teachers and SPED staff will support students in reaching their reading goals. Professional development for SPED staff in a variety of reading intervention strategies will help the diverse learners.

By addressing these identified needs, we can create an enriched, student-centered ELA curriculum that not only increases academic growth but also nurtures a lifelong love for reading and literacy.

Needs Statement for Enhancing Growth in Mathematics Across Grade Levels

In order to address the lack of growth in mathematics across all grade levels, it is essential to implement targeted strategies and initiatives that will build mathematical fluency, foster engagement, and deepen students' conceptual understanding. Teachers have identified several key strategies to strengthen student achievement in math, encourage active participation, and create a positive learning environment.

1. **Staff-Wide Focus on Math Practices:** A school-wide focus on the implementation of Math Practices is essential to provide students with consistent, high-quality instruction across all grade levels. Ensuring that all staff are aligned in their approach to teaching math and using best practices will help create a cohesive, rigorous math curriculum that supports student growth at every level. Implementation of professional learning and strategies such as "Building Thinking Classrooms in Mathematics" will increase student ownership, engagement, comprehension, and perseverance in mathematics.
2. **Math Fluency with Fidelity Across Grade Levels:** A structured, consistent approach to developing math fluency is needed across all grade levels. Ensuring that math fluency practices are implemented with fidelity at every stage of a student's learning journey will strengthen foundational skills and improve students' ability to tackle more complex mathematical concepts.
3. **Math Intervention Course:** There is a critical need for a targeted math intervention course that focuses on providing additional support to students struggling with key mathematical concepts. A dedicated course will provide an opportunity for individualized instruction, reinforcing essential skills and addressing gaps in students' knowledge. Incorporate project-based/arts integrated math intervention.
4. **Math Quest Competition:** To motivate students and engage them in the excitement of learning math, we recommend launching a Math Quest competition. This initiative will not only encourage friendly competition but also promote problem-solving, teamwork, and a deeper connection to mathematical concepts in a fun and dynamic way.
5. **Positive Rewards (Brag Tags for Math):** Recognizing and celebrating student achievements in math through positive rewards such as Brag Tags can foster a sense of accomplishment and pride in students' work. These rewards help create a culture of excellence, motivating students to continue excelling in math and take pride in their growth.
6. **Academic Vocabulary:** A key factor in math success is the development of academic vocabulary. Explicitly teaching and reinforcing the specialized language of mathematics across all grade levels will help students better understand and articulate mathematical concepts, leading to improved comprehension and performance.
7. **Productive Struggle:** Students should be encouraged to engage in productive struggle as they work through challenging math problems. Emphasizing the value of persistence and problem-solving in the face of difficulty will help students develop resilience and a deeper understanding of mathematical concepts, rather than simply seeking quick solutions.

By addressing these identified needs, we will create an environment where students can develop a strong foundation in mathematics, build confidence in their abilities, and experience sustained growth in their mathematical skills.

Needs Statement to Improve Outcomes in Mathematics for Students with Disabilities

While students with disabilities possess a wide range of capabilities and potential, they face unique barriers in achieving proficiency in mathematics. The current instructional strategies and resources are insufficient to fully support these students, leading to disparities in their academic outcomes. Students with disabilities often encounter challenges in understanding abstract mathematical concepts, retaining information, and applying problem-solving skills effectively.

There is an urgent need to implement targeted interventions, including differentiated instruction, assistive technologies, and individualized support, that can provide students with disabilities the opportunity to engage meaningfully with the curriculum. Educators must be equipped with specialized training to recognize and address the diverse needs of these students, ensuring that instruction is accessible, engaging, and effective. Moreover, fostering an inclusive classroom environment that encourages collaboration and peer support will empower students to build confidence and perseverance in their mathematical abilities.

Improving outcomes in mathematics for students with disabilities is crucial not only for their academic success but also for their long-term social and professional development.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: All students will excel in Reading, Writing, & Literacy

Partially Implemented

We will continue to strengthen our current actions to support our literacy program and provide early interventions, collaboration time with teachers and support staff, as well as use of The Write Tools, FIABs, certificated tutors, and differentiated instruction.

Action 2: All students will excel in Mathematics

Partially Implemented

We will continue to support teachers in mathematics instructional planning and increasing the use of FIABs in mathematics and using PLC time to reflect on students outcomes and determine next steps to increase mathematics understanding. We will explore additional supports to improve student outcomes in mathematics..

Action 3: increase SEL Supports, increasing productive classroom time

Partially Implemented

We have added a Tier II specialist and a clinical social worker to our staff. We have added an advisory period in middle school and shifted to School Connect lessons that are being taught with fidelity within the advisory period.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: All students will excel in Reading, Writing, & Literacy

Partially Effective

Based on the metrics, the overall state assessment goals in ELA were met; however, the effectiveness of individual actions varied.

Effective Actions:

- **Regular PLC Meetings:** These were consistently implemented and contributed to goal achievement by allowing teachers to analyze student data, align instruction, and share best practices.
- **iReady Implementation:** Regular use of iReady provided targeted skill development, supporting student growth in ELA
- **Web-Based Materials:** These resources reinforced instruction and provided additional practice, leading to improved student performance.
- **Middle School Notice & Note Strategies:** These strategies were used consistently and effectively enhanced students' ability to analyze texts.
- **Small Group Support from Certificated Tutors:** Targeted small-group instruction provided direct intervention, benefiting struggling students.

Partially Effective Actions:

- **FIAB Implementation:** These assessments were minimally used, limiting their impact on tracking student progress and informing instruction.
- **Writing Sample Calibrations:** Limited implementation reduced consistency in writing instruction and assessment, impacting overall writing proficiency growth.
- **Collaboration Between GE and SPED Teachers:** Minimal collaboration resulted in inconsistent support for students with disabilities, affecting their progress toward meeting ELA goals.
- **Arts Integration residencies with teaching artists:** Not all grade levels utilized the teaching artist residencies due to the late scheduling

While key actions contributed to meeting the overall goal, areas with minimal implementation limited their full potential in supporting student achievement. Increased focus on these areas could further enhance outcomes.

Action 2: All students will excel in Mathematics

Partially Effective

Based on the current goal metrics for mathematics—with growth remaining stagnant and the distance from standard unchanged and the percentage of students meeting or exceeding standards declining—the effectiveness of specific actions varied considerably.

- **FIABs:**
Ineffective. FIABs were minimally implemented, which resulted in a lack of timely, actionable formative assessment data to guide instruction and address student needs.
- **Math Lesson Design Instruction:**
Ineffective. The minimal implementation of structured math lesson design hindered the development of coherent and effective instructional practices, contributing to stagnant growth.

- **Collaboration Between GE and SPED Teachers:**
Ineffective. Limited collaboration between general education and special education staff has reduced the opportunity to integrate differentiated strategies that could support diverse learners and improve overall outcomes.
- **GOMath:**
Effective. The consistent use of GOMath across the campus has provided reliable practice opportunities that align with curricular goals, supporting student engagement in math content.
- **ST Math and Other Web-Based Platforms:**
Effective. Regular use of ST Math and additional online tools for math fluency has effectively reinforced key math skills through interactive, student-friendly platforms.

While the effective use of GOMath, ST Math, and other digital platforms has provided consistent practice and engagement, the overall stagnant growth or decline in mathematics indicates that the minimal implementation of FIABs, math lesson design instruction, and GE-SPED collaboration has limited the potential impact of these effective actions.

Action 3: increase SEL Supports, increasing productive classroom time

Partially Effective

Based on the current goal metrics, student SEL supports have been effective in maintaining or slightly increasing class time due to a reduction in out-of-class suspensions and improved attendance. The effectiveness of each action is as follows:

- **Middle School Advisory Block:**
Effective. This dedicated time for SEL support has provided middle school students with consistent opportunities for social-emotional learning, fostering a positive school culture and contributing to improved attendance and reduced disciplinary issues.
- **Climate & Culture Coach and Regular Team Meetings/Staff Communication:**
Effective. The structured approach to monitoring and improving school climate has supported staff in implementing SEL strategies and addressing student concerns, leading to increased class time.
- **Discipline Guidelines by Administration:**
Effective. Clear and consistent discipline policies have helped reduce out-of-class suspensions, allowing students to remain engaged in learning.
- **Elementary SEL Lessons:**
Partially Effective. These lessons were not fully implemented, limiting their impact on younger students' social-emotional development and overall behavior improvements.
- **Clinical Social Worker and Tier II Specialist:**
Partially Effective. The late hire of these two positions limited the implementation of these supports so effectiveness of targeted interventions for students requiring additional SEL assistance is just beginning.

Overall, the fully implemented actions contributed to maintaining or increasing student class time, while the partially implemented supports had a more limited impact. Expanding these interventions could further enhance student engagement and overall SEL outcomes.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on the analysis from Sections A and B, major changes for next school year will focus on enriching instructional practices, strengthening student support services, and fostering a positive school climate. The planned initiatives include:

- **Arts Integration:**
We will contract with the Fresno County Office of Education Arts Ed. Department to plan and coach arts integration strategies in regular classrooms. This approach will infuse creative and interdisciplinary learning opportunities into core content areas, aiming to boost engagement and deepen understanding.
- **Mathematics Instruction:**

A school-wide professional development program will be launched, coupled with collaborative learning sessions focused on effective mathematics teaching practices. This initiative is designed to enhance instructional quality and address current stagnation in student math growth.

- **Student Support Services:**
There will be a renewed emphasis on the consistent utilization of targeted support systems including TST, the Clinical School Social Worker, and the Tier II specialist. Strengthened planning and collaboration among grade levels and between SPED and GE teachers will ensure that all students receive tailored support and intervention.
- **Climate & SEL Support:**
To maintain and further improve our positive school climate, the Climate & Culture team will continue to provide support. In addition, SEL lessons will be implemented on a weekly basis to promote social-emotional learning, which is expected to contribute to improved attendance and reduced disciplinary issues.

These changes or improvements through fidelity are designed to create a more integrated, supportive, and engaging learning environment that will help move us closer to achieving our Current Goal.

Section D: 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.

SSC:	ELAC:	Staff:
A committee was formed to help with initial draft. SSC provided feedback regarding problems of practice, needs, budget and actions for next year.	N/A No ELAC at site due to low numbers of English Learners.	Lead teachers provided feedback regarding problems of practice, needs, budget and actions for next year. This feedback has been incorporated throughout Goal 1.

Action 1 :

Proficiency in 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 highly engaging texts, 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Professional development in research-based arts integration instructional strategies with Fresno County Superintendent of Schools and planning with each grade level on where, when, and how to use arts integrated instructional strategies based upon the Scope & Sequence documents.

Web based materials (i.e., Accelerated Reader, iReady, etc.) to support student achievement in reading, writing, and literacy.

Orton-Gillingham strategies implementation in kindergarten and first grade

Supplemental materials and supplies

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 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, CFAs 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 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 and student incentives for academic tutoring will be available to K-8 teachers to target student needs.
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. Astipend can be provided for K-2, 3-5, and MS.
PLC+ strategies 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.
Grades kindergarten through fifth grade will have at least one teaching artist residency through FOCUS5 through Prop 28 allocations. Follow-up planning time with teaching artists and/or FCOE will be provided to sustain the strategies learned within the residencies.
An academic incentive program will be continued and expanded for all students on an established schedule to recognize student academic growth on iReady and SBAC.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Arts integrated instruction
Integrated and designated ELD instruction
Supplemental ELD materials

Goal setting and individualized coaching with EL students in preparation for ELPAC testing
Utilize best practice strategies to support English Learners and Students with Disabilities
Provide assessor for ELPACtesting
Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
Writing structures to support language development and usage

Student Groups

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

Students with Disabilities (SWD): 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.

Supplemental contracts for teachers to plan instruction prior to the beginning of the school year and 3-4 additional days throughout the school year for instructional planning based upon student data. 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

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

Students with Disabilities (SWD): We will also host Family Book Club events with Success Together.

We will also purchase online subscriptions for reading and math supports and practices.

Incentives and rewards for academic growth and attendance

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

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

Students with Disabilities (SWD): 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.

We will also purchase online subscriptions for reading and math supports and practices.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers and Staff will collaborate and commit to two common instructional practices site-wide.

Admin will look for these commitments during classroom visits.

PLCs will likely discuss within their PLC meetings.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

By Dec. 70% of students K-6 will have reached at least 50% of their stretch growth for the school year, and 40% of students K-6 will be at least 80% toward their typical growth on iReady. For Grades 7-8 Interim Assessments should exceed 60% proficiency .

CFAs will be utilized throughout the campus through the PLC process. These will reflect areas of growth and areas for improvement to ensure students are reaching their stretch growth.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students will exceed school wide SBAC goals and 90% of K-2 students will reach grade level standards in final iReady assessments.

Kindergarten students will show mastery on FSA Skills.

Action 2 :

Proficiency in Mathematics

Action Details:

We will continue to support teachers in mathematics instructional planning and increasing the use of FIABs in mathematics and using PLC time to reflect on students outcomes and determine next steps to increase mathematics understanding. We will explore additional supports to improve student outcomes in mathematics.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Go Math Curriculum and manipulatives
- Site commitment to Beyond the Basic Math Facts, complex tasks, FIABs with PLC planning
- Fluency monitoring (site commitment)
- Implementation of professional learning and strategies such as "Building Thinking Classrooms in Mathematics"
- 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 (MIND Institute, iReady, MLD, ReflexMath)
- 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 weekly using JiJi, ReflexMath, and/or iReady. Math intervention courses will be developed to address student needs
- 1.0 FTE Counselor to support grades 6-8
- Purchase, replace, update equipment (i.e., student tablets, carts, accessories, etc.)

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Students with Disabilities (SWD): Supplemental materials, including manipulatives and innovative math games

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

Students with Disabilities (SWD): Professional development and subs for collaboration and planning between SPED and GE teachers.

Incentives and rewards for academic growth and attendance

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

Students with Disabilities (SWD): PLC+work to facilitate and improve collaboration and planning based upon common formative assessments.

Implementation of professional learning and strategies such as "Building Thinking Classrooms in Mathematics"

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

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers and Staff will collaborate and commit to two common instructional practices site-wide.

Admin will look for these commitments during classroom visits.

PLCs will likely discuss within their PLC meetings.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

By Dec. 70% of students K-6 will have reached at least 50% of their stretch growth for the school year, and 40% of students will be at least 80% toward their typical growth on iReady. For Grades 7-8 Interim Assessments should exceed 70% proficiency .

CFAs will be utilized throughout the campus through the PLC process. These will reflect areas of growth and areas for improvement to ensure students are reaching their stretch growth.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Students will exceed school wide SBAC goals and 90% of K-2 students will reach grade level standards in final iReady assessments.

2025-2026 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: **No food or incentives**	5.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Common highly engaging books for grade level reads and classroom libraries to foster a love of reading. Subscriptions for learning resources such as Scholastic News, Renaissance, Gimkit, and Reflex Math	19,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and incentives to support improved Academic outcomes for students	17,071.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Provide technology for classrooms across campus.	10,241.00
G1A1	Sup & Conc	Instruction	Travel			Arts Integration Conference in Baltimore for 5 staff members and other professional learning opportunities	8,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : Model lessons and planning for arts integration	16,200.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher coverage for planning days within the school year.	19,083.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Contracts for planning days in August and tutoring	14,712.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Planning days and tutoring contracts for teachers.	10,666.00

\$114,978.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80 %	82.1 %	2024-2025	85.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the **problem(s) of practice** relate to maintaining and further increasing the percentage of favorable responses in the student-centered/real-world experiences domain. While the **current actual percentage (82.1%) exceeds the target (80%)**, the new goal (85.2%) requires further improvement.

Key **problems of practice** include:

- Sustaining and Enhancing Real-World Learning Opportunities** – While students report positive experiences, continuous innovation in integrating real-world applications across subjects is necessary to maintain engagement and further increase favorable perceptions.
- Consistency in Implementation Across Grade Levels and Classrooms** – The effectiveness of student-centered and real-world experiences may vary by teacher or grade level. Ensuring school-wide alignment and best practice sharing is critical to reaching the next target.
- Student Voice and Choice in Learning** – While progress is evident, further efforts may be needed to incorporate student input in lesson design, project-based learning, and choice-driven activities to deepen engagement.
- Professional Development and Teacher Support** – To reach the 85.2% target, ongoing professional development on student-centered teaching strategies, along with collaboration and coaching, will be essential. Teachers will work to intentionally point out the "real-world" connections to experiences provided at Bullard TALENT.

By addressing these problems of practice, the school can continue to build upon its success and ensure sustained growth in student perceptions of real-world, student-centered learning experiences.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Major Causes:

- Insufficient Explicit Connections in Instruction:**
Teachers are not consistently linking classroom content to real-world applications, so students often fail to recognize the relevance of what they are learning.

2. **Limited Career-Related Activities:**

There are few structured career exploration or related activities, particularly for elementary students, which reduces early exposure to diverse future opportunities.

3. **Lack of Emphasis on Future Connections:**

Teachers need to more explicitly help students understand how their daily academic experiences translate into future career and life opportunities beyond school.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. **Insufficient Explicit Connections in Instruction**

Specific Needs:

- **Targeted Professional Development:** Teachers need training on how to embed explicit, real-world connections into daily lessons. This includes strategies for integrating current events, industry examples, and practical applications of academic content.
- **Curricular Resources and Exemplars:** Access to lesson plans and teaching materials that clearly demonstrate how academic concepts relate to real-life scenarios can support consistent implementation.
- **Differentiated Instruction Strategies:** Particularly for disproportionate or low-performing student groups, teachers require guidance on adapting these connections to be culturally relevant and accessible, ensuring all students see the relevance of their learning.

2. **Limited Career-Related Activities**

Specific Needs:

- **Expanded Career Exploration Programs:** Develop and implement structured career-related activities, especially at the elementary level, to expose students early to various professions.
- **Community and Industry Partnerships:** Establish connections with local businesses, post-secondary institutions, and community organizations to provide authentic career experiences, mentorships, and field trips.
- **Equitable Access to Opportunities:** Ensure that low-performing and disproportionately impacted student groups receive the same quality and frequency of career exploration opportunities by leveraging additional funding or community resources.

3. **Lack of Emphasis on Future Connections**

Specific Needs:

- **Future-Focused Curriculum Integration:** Teachers need intentionality in integrating future-oriented discussions into the curriculum. This can include goal-setting exercises, exploration of post-school opportunities, and the development of projects that link classroom learning to real-world outcomes.
- **Mentoring and Collaborative Planning:** Facilitate professional learning communities where teachers share best practices on illustrating the connection between academic content and future career opportunities.
- **Culturally Responsive Strategies:** Particularly for disproportionate or low-performing student groups, provide strategies that connect students' cultural backgrounds and lived experiences to future opportunities, ensuring relevance and engagement.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student centered real-world experiences

Partially Implemented

In partnership with Expanded Learning, Office of Student Engagement, and CSU Fresno, enrichment experiences are provided at most grade levels.

Action 2: Increase college and job readiness skills

Partially Implemented

In partnership with Expanded Learning, Office of Student Engagement, and CSU Fresno, enrichment experiences are provided at most grade levels. VPAC courses increase hands-on, real-world application of the Arts standards.
Families chaperone CTE trips and Student Engagement trips
Academic counselor is now full-time on-campus, and she provides goal-setting, academic advising, career and college planning.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student centered real-world experiences Effective

The partnership with Expanded Learning, the Office of Student Engagement, and CSU Fresno has contributed positively by providing enrichment experiences at most grade levels. This action helped achieve an actual favorable response rate of 82.1%, which exceeds the previous target of 80%. However, with the new goal set at 85.2%, it is clear that while the action is making a positive impact, it is not yet sufficient to reach the enhanced target. Opportunities may exist to further refine the experiences, ensure greater consistency across all grade levels, and more deeply integrate real-world applications that resonate with all student groups. This indicates that while the current action has been beneficial, additional improvements and possibly expanded or more targeted efforts are needed to fully meet the new expectations.

Action 2: Increase college and job readiness skills Effective

- The initiatives to boost college and job readiness skills have been partially implemented and are making strides toward the expected outcomes, but there are still areas for improvement. Specifically:
 - **Enrichment Experiences & VPAC Courses:**
The collaboration with Expanded Learning, the Office of Student Engagement, and CSU Fresno has enabled enrichment experiences at most grade levels, and VPAC courses provide hands-on, real-world application of the Arts standards. These experiences are valuable in fostering readiness; however, their reach is not yet universal across all grade levels or student groups.
 - **Family Involvement on CTE and Student Engagement Trips:**
Allowing families to chaperone CTE and student engagement trips has increased community involvement and provided real-world context. Yet, the participation level among families is inconsistent, and some students may still lack exposure to these career-related experiences.
 - **Full-Time Academic Counseling:**
The addition of a full-time on-campus academic counselor who supports goal-setting, academic advising, and career and college planning is a significant step forward. However, the full impact of this resource is still emerging, as not all students have consistently accessed these services or benefited from them equally.
- Overall, while each component contributes positively toward increasing college and job readiness skills, the partial implementation and varied levels of engagement indicate that additional efforts are needed to fully meet the targeted outcomes. Enhancing consistency, expanding access, and ensuring all student groups are reached will be essential steps in moving from partial to full effectiveness.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- **Future-Focused Curriculum Integration:** Teachers need intentionality in integrating future-oriented discussions into the curriculum. This can include goal-setting exercises, exploration of post-school opportunities, and the development of projects that link classroom learning to real-world outcomes.

- **Mentoring and Collaborative Planning:** Facilitate professional learning communities where teachers share best practices on illustrating the connection between academic content and future career opportunities.
- **Culturally Responsive Strategies:** Particularly for disproportionate or low-performing student groups, provide strategies that connect students’ cultural backgrounds and lived experiences to future opportunities, ensuring relevance and engagement.

Section D: 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.

SSC:	ELAC:	Staff:
A committee was formed to help with initial draft. SSC provided feedback regarding problems of practice, needs, budget and actions for next year.	N/A No ELAC at site due to low numbers of English Learners.	Lead teachers provided feedback regarding problems of practice, needs, budget and actions for next year

Action 1 :

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 .

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Student listening sessions will be held with site admin.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

Socio-economically Disadvantaged (SED): Materials and supplies for arts courses and integration lessons

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

Socio-economically Disadvantaged (SED):

Transportation funds will offset the costs for Performing Arts trips.

CTE experiences will be provided and may increase whenever possible. (CSU Physics, Bricks for Kidz, etc.)

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

Socio-economically Disadvantaged (SED):

Arts Integrated lessons

Performing Arts opportunities K-8

Career presentations and trips

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All grade levels will have student Engagement or CTE experiences scheduled by October. Teachers will intentionally help students see the connections between these experiences, VPAC, and real-world application. - Professional development and collaboration in high-quality arts and arts integration instruction. - Improved lesson planning for VPAC courses and increased collaboration - Site admin will increase observation and feedback specific to these areas of instruction - Ongoing emphasis on the importance of attendance with students and families, including the magnet school expectations.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Fall Panorama data will reflect improved student responses. Attendance rates will be above/improved over the previous Fall levels and few revocation warnings will be sent due to attendance concerns.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Panorama data will reflect sustained improved student responses on Spring survey.

Action 2 :

Increase college and job readiness skills

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

- Purchase, replace, update equipment (i.e., student tablets, carts, accessories, etc.)
- 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

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

- 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

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

- 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

Progress Monitoring: Outcomes

Reasoning for using this action			☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see			Medium-Term (Change in Behavior or Performance) Want to see		Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All grade levels will have student Engagement or CTE experiences scheduled by October. Teachers will intentionally help students see the connections between these experiences, VPAC, and real-world application.			<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Improved student responses on Fall Panorama climate & Culture Surveys.		<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Sustained improvement in student responses on Panorama Climate & Culture Surveys.

2025-2026 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	Sup & Conc	Instruction	Direct-Graph			Signage for campus	750.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Resources, incentives, and materials to support EL students	6,930.00

\$7,680.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		9.1 %	2023-2024	8.5 %
Suspension Rate	✓	0 %	2.2 %	2023-2024	1.87 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- While chronic absenteeism has declined, maintaining this progress and further increasing student engagement in school and community activities requires continued focus.
- Addressing the Root Causes of Absenteeism:** Although absenteeism has improved, there may still be underlying factors—such as lack of motivation, transportation issues, or personal challenges—that need targeted interventions.
- Expanding Meaningful Participation Opportunities:** Some students may not feel fully connected to school and community life due to limited access to extracurricular activities, leadership roles, or service-learning opportunities.
- Equitable Engagement for All Student Groups:** Certain student groups may still experience barriers to engagement, requiring differentiated support to ensure all students have equal opportunities to participate and contribute.
- Maintaining Low Suspension Rates While Addressing Behavior Proactively:** With a 2% suspension rate (lower than district and state averages), ensuring continued use of restorative practices and SEL support will be critical in fostering a positive and inclusive school climate.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of Personalized Support for At-Risk Students:** While chronic absenteeism has improved, some students may still struggle due to personal challenges, including mental health concerns, family responsibilities, or

disengagement from traditional learning environments.

- **Inconsistent Implementation of Student-Centered Engagement Strategies:** While some engagement efforts are successful, there may be inconsistencies across grade levels or classrooms in how teachers and staff promote student participation and community involvement.
- **Barriers for Historically Disengaged or Underrepresented Student Groups:** Some students, especially from low-income backgrounds, special education, or English learner populations, may face additional obstacles to participating in school events, leadership roles, or community projects.
- **Need for Continuous Social-Emotional and Behavioral Support:** Although the suspension rate is lower than district and state averages, some students may still lack access to consistent restorative practices, SEL lessons, or alternative disciplinary interventions that promote long-term behavioral improvements.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Continued and Expanded Communication & Outreach:** Continue and expand a student-friendly communication plan (via social media, ParentSquare, classroom announcements) to increase awareness of extracurricular and leadership opportunities.

Lack of Personalized Support for At-Risk Students

Specific Needs:

- **Mentorship & Check-Ins:** Assign mentors or student advocates to work closely with chronically absent or disengaged students to support academic and personal needs.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Engagement in the Visual and Performing Arts

Fully Implemented

All students are 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.

Action 2: Increase engagement opportunities in activities & athletics

Partially Implemented

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.

Action 3: Provide ongoing staff training and support

Partially Implemented

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engagement in the Visual and Performing Arts

Effective

All students are 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.

Action 2: Increase engagement opportunities in activities & athletics

Partially Effective

A Tier II specialist has been hired and is working with our chronically absent students. TST is also meeting every other week to address staff concerns for students.

Action 3: Provide ongoing staff training and support

Partially Effective

Climate & culture team meets regularly to evaluate staff progress. Admin has shared the Discipline Guidelines process and resources.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

CSSW and Tier II specialist will start the school year with our staff and continue the momentum that they are beginning to gain now that they are on staff and on campus each week.

Section D: 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.

SSC:

A committee was formed to help with initial draft. SSC provided feedback regarding problems of practice, needs, budget and actions for next year.

ELAC:

N/A
No ELAC at site due to low numbers of English Learners.

Staff:

Lead teachers provided feedback regarding problems of practice, needs, budget and actions for next year

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- K-5 Visual Arts
- K-5 Vocal Music
- K-5 Grade level performances
- Musical production for grades 6-8
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

There are currently only 13 identified ELL students (not including RFEP).

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?

- 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.
- Support multicultural arts opportunities
- English Language is developed through the many and varied opportunities in the Arts

Student Groups

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

Socio-economically Disadvantaged (SED):

Expanded purchases of instruments, appropriate dance equipment, and high-quality art supplies.

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

Socio-economically Disadvantaged (SED):

Purchase of additional classroom technology.

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

Socio-economically Disadvantaged (SED):

Expanded purchases of instruments, appropriate dance equipment, and high-quality art supplies.

Purchase of additional classroom technology.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Professional development and collaboration in high-quality arts and arts integration instruction.
- Improved lesson planning for VPAC courses and increased collaboration
- Site admin will increase observation and feedback specific to these areas of instruction

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Chronic absenteeism will decrease by 2% by mid year.
Suspensions will be further reduced.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Attendance for chronic students will improve by 10%.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- Sub release days for SPED and GE teacher collaboration
- CSSW will be available two days per week for group and individual counseling and support
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Students with Disabilities (SWD):

Sub release days for SPED and GE teacher collaboration

CSSW will be available two days per week for group and individual counseling and support

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

Students with Disabilities (SWD): Sub release days for SPED and GE teacher collaboration

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

Students with Disabilities (SWD): Students will be provided with support and opportunities to volunteer within the school and local community

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Promotional materials regarding the importance of attendance at BT.
- Professional development and collaboration in high-quality arts and arts integration instruction.
- Improved lesson planning for VPAC courses and increased collaboration
- Expanded club and Activities offerings

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Chronic absenteeism will decrease by 2% by mid year.
Suspensions will be further reduced.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Attendance for chronic students will improve by 10%.
Suspensions will be further reduced.

2025-2026 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Support Performing Arts and student engagement opportunities for ensembles	5,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2548	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	40,871.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.1452	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	23,293.00

\$69,164.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	73.5 %	74.4 %	2024-2025	81.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While the actual percentage (74.4%) exceeds the target (73.5%) in the **organizational culture domain**, there is still room for growth in strengthening staff collaboration and engagement. Staff may not yet feel fully connected across teams or experience consistent opportunities for relationship-building and shared professional growth.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- **Limited Structured Opportunities for Staff Connection:** While informal interactions occur, there may be a lack of structured time for staff to build relationships and collaborate outside of instructional responsibilities.
- **Variability in Understanding Team Dynamics:** Staff may not fully understand each other's working styles, communication preferences, or strengths, limiting effective collaboration.
- **Need for Cross-Grade Level & Interdepartmental Collaboration:** Opportunities for staff to work together beyond their grade levels or subject areas may be inconsistent, leading to siloed working environments.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Intentional Team-Building Activities:** Implement **personality and love language assessments** to help staff understand their colleagues' engagement styles, fostering more meaningful collaboration.
- **Consistent Cross-Grade Level & Departmental Collaboration:** Expand opportunities like **across-grade-level reading buddies** to encourage teamwork and shared instructional practices.
- **Ongoing Staff Engagement & Recognition Programs:** Develop initiatives that celebrate staff achievements, encourage peer-to-peer appreciation, and create a more connected work culture.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Provide ongoing staff training and support

Partially Implemented

Climate and Culture has implemented a monthly newsletter and communicates with staff regularly.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Provide ongoing staff training and support

Partially Effective

Climate and Culture has implemented a monthly newsletter and communicates with staff regularly.
Based upon the data and questions within this domain more specific recognition for staff is needed.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Develop initiatives that celebrate staff achievements, encourage peer-to-peer appreciation, and create a more connected work culture.

Section D: 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.

SSC:

A committee was formed to help with initial draft. SSC provided feedback regarding problems of practice, needs, budget and actions for next year.

ELAC:

N/A
No ELAC at site due to low numbers of English Learners.

Staff:

Lead teachers provided feedback regarding problems of practice, needs, budget and actions for next year

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

Materials and supplies for highly engaging lessons.

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

Materials and supplies for highly engaging lessons.

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

N/A

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Creating structures to build relationships and support systems among staff. Climate & Culture QR code utilized SBC concerns reduced through dialogue and admin response to concerns.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture survey responses improve at Fall. School Building Committee concerns will be reduced. QR code feedback for Climate and Culture may shift toward positives or solution oriented.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture survey responses significantly improve by Spring administration.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	89.2 %	90.1 %	2024-2025	91.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Although the overall family engagement metric (90.1%) slightly exceeds the target (89.2%), there is a concern that current engagement practices are not fully inclusive. This indicates that while many families are engaged, opportunities may not be effectively reaching all segments—particularly those from disproportionately impacted or low-performing student groups—resulting in potential gaps in meaningful, accessible family participation.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- **Language and Cultural Barriers:**
Family communications and school events may not be offered in multiple languages or designed with cultural responsiveness, limiting participation from non-English-speaking and culturally diverse families.
- **Scheduling and Logistical Constraints:**
Families with work commitments, transportation issues, or other time-sensitive responsibilities may find it difficult to attend events scheduled during traditional school hours.
- **Insufficient Targeted Outreach:**
Engagement strategies might not be sufficiently tailored to reach families who are historically less involved or who face socioeconomic challenges, leaving some groups underrepresented.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **For Language and Cultural Barriers:**

- **Multilingual Communications and Materials:** Develop and distribute school communications, event invitations, and engagement resources in multiple languages.
 - **Culturally Responsive Programming:** Create events and activities that honor and reflect the cultural backgrounds of the families served, ensuring content and delivery are relevant to all.
- **For Scheduling and Logistical Constraints:**
 - **Support Services:** Consider providing childcare during events, or partnering with community organizations to help mitigate logistical challenges.
- **For Insufficient Targeted Outreach:**
 - **Tailored Communication Strategies:** Implement targeted outreach initiatives through community liaisons or parent ambassadors to engage families who are less involved.
 - **Partnerships with Community Organizations:** Collaborate with local agencies that serve underrepresented groups to bridge gaps and build trust with marginalized families.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: increase parent/family engagement opportunities

Fully Implemented

Each event is well attended. All families receive ParentSquare notifications via text, App, or email.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: increase parent/family engagement opportunities

Effective

Back to School Night and Open House; New Student Orientation/Marching into Middle School; Parent/Teacher Conferences; FamilyBook Club Nights; Award assemblies; Printed monthly newsletter; Family Art Night; Harvest of Talent and other PTSA sponsored events; Monthly performances: grade level plays, music, dance etc.; ParentSquare weekly bulletins and posts; updated website; emails, phone calls; marquee; Translators; Maintained social media presence to connect families

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

FamilyBook Club and other learning opportunities for families in partnership with Success Together will be continued.

Section D: 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.

SSC:	ELAC:	Staff:
A committee was formed to help with initial draft. SSC provided feedback regarding problems of practice, needs, budget and actions for next year.	N/A No ELAC at site due to low numbers of English Learners.	Lead teachers provided feedback regarding problems of practice, needs, budget and actions for next year

Action 1 :

Increase parent participation and engagement

Action Details:

Family Book Club /Success Together events
Back to School Night and Open House
New Student Orientation/Marching into Middle School
Parent/Teacher Conferences
Award Ceremonies
Printed monthly newsletter
Printed year-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 and monthly check-ins
Maintain social media presence to connect families

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Parent/Teacher Conferences
Award Ceremonies

Monthly performances: grade level plays, music, dance etc.
Materials &supplies including: paper, incentives, certificates, graphics/printing
Classroom newsletters

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Schoolwide communication: Sunday messages, updated website, emails, phone calls, marquee, and ParentSquare
Translators
Professional development for front office staff

Student Groups

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

Materials &supplies including: paper, graphics/printing
Classroom newsletters

Family Art Nights

Family Book Club contract with Success Together

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

Monthly performances: grade level plays, music, dance etc.
Materials &supplies including: paper, incentives, certificates, graphics/printing
Classroom newsletters

Family Art Nights

Family Book Club contract with Success Together

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

Family Art Nights

Family Book Club contract with Success Together

Incentives for student academic growth, citizenship, and attendance

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Parent active participation in events will increase by building partnerships and connections.

Parent/family orientations will be held in fourth quarter for all incoming families.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Fall Climate and Culture Survey will show an increase form previous year.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Spring Climate and Culture Survey will show an increase form previous year.

2025-2026 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	Cons Svc/Oth			Success Together : Family Book Club events split with LCFF-EL funding	2,174.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			translators or babysitters for parent events	710.00
G5A1	Sup & Conc	Parent Participation	Cons Svc/Oth			Success Together : Family Book Club events split with Title 1 funding	6,930.00

\$9,814.00

2025-2026 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: **No food or incentives**	5.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Common highly engaging books for grade level reads and classroom libraries to foster a love of reading. Subscriptions for learning resources such as Scholastic News, Renaissance, Gimkit, and Reflex Math	19,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and incentives to support improved Academic outcomes for students	17,071.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Provide technology for classrooms across campus.	10,241.00
G1A1	Sup & Conc	Instruction	Travel			Arts Integration Conference in Baltimore for 5 staff members and other professional learning opportunities	8,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : Model lessons and planning for arts integration	16,200.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher coverage for planning days within the school year.	19,083.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Contracts for planning days in August and tutoring	14,712.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Planning days and tutoring contracts for teachers.	10,666.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Signage for campus	750.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Resources, incentives, and materials to support EL students	6,930.00
G3A1	Sup & Conc	Instruction	Direct Trans			Support Performing Arts and student engagement opportunities for ensembles	5,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2548	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	40,871.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.1452	Counseling services 8 hours a day to support SEL for students. Bullard Talent - 2 days - G1A1, G1A2, G2A1, G3A1, G3A2, G4A1, G5A1 Gibson - 1 day - G3A1 Jackson - 2 days - G3A2	23,293.00
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Success Together : Family Book Club events split with LCFF-EL funding	2,174.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			translators or babysitters for parent events	710.00
G5A1	Sup & Conc	Parent Participation	Cons Svc/Oth			Success Together : Family Book Club events split with Title 1 funding	6,930.00

\$201,636.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,050.00
Sup & Conc	7090	\$151,656.00
LCFF: EL	7091	\$6,930.00
Grand Total		\$201,636.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$114,978.00
G2 - Expand student-centered and real-world learning experiences	\$7,680.00
G3 - Increase student engagement in their school and community	\$69,164.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$9,814.00
Grand Total	\$201,636.00