

Bullard Talent

10621666006100

Principal's Name: Catherine Aujero

Principal's Signature:

A handwritten signature in black ink, appearing to be 'CAUJERO', written over a light blue grid background.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 - Emma Ordaz					X
3. Vice Chairperson/PAC Representative – Kristen Maroot-Rippee				X	
4. Secretary – Veronica Watson		X			
5. Laura Sindt		X			
6. Kathy Eastwood		X			
7. Steve Pyun				X	
8. Maria Canales			X		
9. Jeremiah Lee				X	
10. Alana Hill				X	
11. Student alternate – Sierra Eggebraaten					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. N/A (too few EL)

Required Signatures

School Name: Bullard TALENT K-8			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Catherine Aujero		4/10/2026
SSC Chairperson	Emma Ordaz		4/10/2026

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

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

FY 2026/27

Bullard Talent - 0060

ON-SITE ALLOCATION

3010	Title I	\$72,574 *
7090	LCFF Supplemental & Concentration	\$213,504
7091	LCFF for English Learners	\$7,360

TOTAL 2026/27 ON-SITE ALLOCATION

\$293,438

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,216
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Program Budget	\$70,358
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Total Title I Allocation	\$72,574
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Bullard Talent K-8 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		61.6 %	2025-2026	62.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		46.2 %	2025-2026	47.3 %	↑
Goal 1	ELPAC - percentage of students who scored 4		30.8 %	2024-2025	31.9 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		54.5 %	2024-2025	55.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)	90 %	69.4 %	2025-2026	70.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51.8 %	2025-2026	52.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)	62 %	45.8 %	2025-2026	46.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62 %	2025-2026	63.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)	90 %	58.3 %	2025-2026	59.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		40.1 %	2025-2026	41.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)	46 %	39.4 %	2025-2026	40.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		52.9 %	2025-2026	54 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	27.1 pts	14.3 pts	2024-2025	29.3 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		58.2 %	2024-2025	63.2 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	4.6 pts	-15 pts	2024-2025	0 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		46.3 %	2024-2025	51.3 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	8.5 %	7.8 %	2025-2026	7.2 %	↓

Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	91.2 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	81.5 %	81 %	2025-2026	82.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		87 %	2025-2026	89 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	1.87 %	0.1 %	2025-2026	-0.23 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

K–1 students are not meeting stretch growth targets on i-Ready ELA from D1→D2 (K: 46.9% vs 62%; Grade 1: 70.5% vs 90%), indicating that a significant subset, especially students below benchmark, are not accelerating fast enough in foundational reading skills to ensure on-track proficiency by grade 2.

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

While overall math proficiency is solid (51.3% Meets/Exceeds), i-Ready stretch growth is lagging in K–1 (G1: 59.4% vs 90%; K: 40.5% vs 46%), and prior SBAC Math DFS indicates lingering gaps in conceptual understanding and multi-step problem solving needed to close the distance from standard.

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

EL outcomes are just below targets (ELPAC Level 4: 30.8% vs 31.9%; ELPI growth: 54.5% vs 55.6%), suggesting a need to tighten designated ELD, strengthen integrated language supports, and increase writing & oral language production across content.

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

Problem of Practice (POP)

Although SBAC ELA proficiency is strong (63.2% Meets/Exceeds), Average DFS remains below the target, indicating that many students—particularly those near standard—need more consistent access to SBAC-aligned complex text, evidence-based writing tasks, and academic language routines. Classrooms need systematic use of ELA IABs/FIABs to strengthen alignment and accelerate depth of knowledge.

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

Problem of Practice (POP)

Math proficiency is solid (51.3% Meets/Exceeds), but Average DFS has lagged the standard (e.g., -15 pts, target 0), indicating gaps in conceptual understanding and multi-step reasoning required by SBAC Claims 1–3. Classrooms need consistent implementation of Building Thinking Classrooms (BTC) to increase reasoning, representation, and discourse, supported by systematic use of Math FIABs/IABs to diagnose and address claim-level gaps.

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

Likely Root Causes (based on patterns & walkthrough look-through look-fors):

- Inconsistent depth and fidelity of foundational skills routines (phonemic awareness, phonics, encoding/decoding, high-frequency word reading).
- Small-group instruction (Skills-based) is uneven in frequency, grouping accuracy, or task alignment; Tier 2 entry/exit may rely on broad screeners rather than skill-specific diagnostics.
- Progress monitoring cadence longer than 2 weeks and/or not tied to precise skill gaps (e.g., CVCE, blends, segmenting).
- Limited use of data huddles to adjust groupings and materials every 2–3 weeks.

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

Likely Root Causes:

- Tier 1 may favor procedures or discrete skills over conceptual models and reasoning; variable use of math discourse and error analysis.
- Small-group acceleration for K–1 not consistently tied to readiness standards (K: counting/cardinality, composing/decomposing; G1: place value, properties, addition/subtraction strategies).
- Limited SBAC-like tasks (DOK 2–3, language-rich items) woven into unit CFAs; academic language demands not explicitly scaffolded.
- Recursive instruction in Problems of the Day are not happening consistently and sitewide.

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

Likely Root Causes:

- Designated ELD minutes not consistently protected or fully aligned to ELPAC domains.
- Language objectives (vocabulary, syntax, discourse moves) not always explicit or assessed in content lessons.
- Limited structured student talk and ongoing formative checks (rubrics aligned to ELPAC task types).
- Reclassification planning not front-loaded (focus students, barriers, targeted supports).

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

Likely Root Causes

- Task misalignment: Daily instruction and CFAs don't consistently mirror SBAC item types (CRs, multi-part items, listening, research).
- Inconsistent use of FIABs & IABs:
FIABs not used strategically to diagnose specific domains (Reading Lit, Reading Info, Writing), and IABs not built into PLC cycles for reteach planning.
- Across classrooms, differentiation and small-group instruction are not consistently implemented with fidelity, precision, or fluidity, resulting in missed opportunities to accelerate students who are below, near, or above grade level.
- Writing to sources underdeveloped: Limited weekly constructed response practice scored with common rubrics; calibration is inconsistent.
- Academic language scaffolds missing: Language demands of SBAC (explain, infer, support with evidence) not always explicitly taught.
- Feedback cycles limited: Item-level analysis and student exemplars not regularly used to drive instruction.
- Recursive instruction in daily language are not happening consistently and sitewide.

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

Likely Root Causes

- Procedural bias: Routines emphasize correct answers over conceptual models and reasoning.
- Limited BTC implementation:
Not all classrooms consistently use vertical surfaces, thinking tasks, random groups, or student-generated strategies.
- Across classrooms, differentiation and small-group instruction are not consistently implemented with fidelity, precision, or fluidity, resulting in missed opportunities to accelerate students who are below, near, or above grade level.
- Assessment misalignment: CFAs contain fewer multi-step DOK 2–3 problems; FIABs/IABs not embedded in a predictable cycle.
- Language & discourse gaps: Students have limited opportunities to explain, critique, justify, and compare mathematical reasoning.
- K–1 readiness gaps: Weakness in counting, place value, and reasoning impacts later grades' DFS and IAB performance.
- Recursive instruction in Problems of the Day are not happening consistently and sitewide.

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 (actions, resources, timelines):

- Instructional Core
 - Implement a daily K–1 structured literacy block with explicit routines (phonemic awareness, phonics to application in decodables, encoding, fluency).
 - Adopt/standardize skills-based small-group lesson templates (10–15 min) aligned to diagnostic subskills; protect minimum 45–60 min foundational block in master schedule.
 - Require weekly decodable/home practice bundles with short parent tips.
- Data & Intervention
 - Biweekly progress monitoring (PA/phonics fluency probes).
 - Grade-level data PLC analysis every 4 weeks: regroup students, swap materials, assign targeted decodables; principal/AP/coach present.
 - Use i-Ready Prerequisites & Lesson Plan reports to target subskills; ensure My Path minutes hit recommended targets with <20% off-task time.
 - Explore RtI models across grade levels

- People & PD
 - Coaching cycles (3-5 weeks) for each K–1 teacher focused on modeling/rehearsal/feedback of small-group routines.
 - PLC micro-PD: decoding to encoding transfer; error analysis of running records/miscue patterns; progress monitoring calibration.
 - Para-educator training on quick drills (phoneme manipulation, heart words) to extend Tier 2.
- Monitoring & Evidence
 - Look-for tool: explicit routine steps, decodable alignment, corrective feedback moves. Weekly 5-minute drop-ins.
 - Progress dashboards: % of students on track by subskill; My Path minutes/lessons passed; fidelity checklist completion.

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 (actions, resources, timelines):

- Instructional Core
 - Daily number sense routines (3–5 min): choral counting, quick images, number talks; require multiple representations (manipulatives → drawings → equations).
 - Weekly problem-based lesson with structured discourse (e.g., Think-Pair-Share, sentence frames, compare strategies).
 - Align small groups to Focus Standards (OA, NBT, MD) with manipulatives and worked example → fade scaffolds.
- Assessment & Intervention
 - Every-3-weeks CFA including at least two SBAC-style items; PLC item analysis to plan re-teaches.
 - Use i-Ready Personalized Instruction fidelity report; target students <70% lessons passed for teacher-assigned lessons.
 - First Grade Boost: 6–8 week cycle on place value & efficient strategies; 3x/week 20-min groups.
- People & PD
 - Model lessons/co-teaching on discourse routines and visual models (tens frames, number lines, base-ten blocks).
 - Task revision PD: turn practice problems into rich tasks with math language objectives.
- Monitoring & Evidence
 - Look-for tool: students produce two representations, justify strategy, and engage in compare/contrast.
 - Track stretch growth and CFA SBAC-item performance by class; review in PLCs.

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 (actions, resources, timelines):

- Program & Scheduling
 - Protect 30 min daily designated ELD; map units to ELPAC domains (Listening, Speaking, Reading, Writing).
 - Publish EL focus student lists by class with language goals and supports.
- Instructional Moves
 - Every content lesson includes a language objective (function + form) with sentence frames/starters; require 2+ structured talk turns per student.
 - Writing weekly in content (short constructed responses); provide quick feedback cycle.

- Small groups by language support need across grade level (e.g., complex sentences, academic vocabulary, text-based explanations).
- Assessment & Progress Monitoring
 - Monthly ELD progress checks and update goals; track in a simple dashboard.
 - Mid-year and pre-ELPAC calibration tasks to normalize scoring and feedback.
- People & PD
 - Look-fors for integrated ELD (visible language objective, modeled sentence frames, 70/30 student talk).

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 (Actions, Resources, Timelines)

Instructional Core

- Require weekly text-dependent writing tasks, including short constructed responses aligned to SBAC.
- Implement a monthly FIAB cycle (Reading Lit, Reading Info, Writing) to diagnose specific claim/target gaps.
- Integrate IABs at least 2–3 times per year, analyzing results by item type, claim, and distractor.
- Small group instruction (Rtl models) evident in each classroom.

Assessment & PLC Structures

- Every CFA includes ≥2 SBAC-style items, including one constructed response.
- PLCs conduct calibration scoring (monthly) with anchor papers aligned to SBAC rubrics.
- After each FIAB/IAB:
Re-engagement lessons planned from item-level analysis to target specific misconceptions.

Language & Scaffolds

- Daily language objective including function (compare, explain, justify) + form (sentence frame, transition word bank).
- Required structured talk (Think-Pair-Share, response frames) to rehearse reasoning before writing.

Monitoring

- Walk-through look-fors:
Evidence routines, posted language objectives, CR exemplars, FIAB-based reteaches.
- Small group instruction (Rtl models) evident in each classroom.

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 (Actions, Resources, Timelines)

Instructional Core → Building Thinking Classrooms

- Implement the core BTC pillars schoolwide:
 - Visibly random groups
 - Vertical non-permanent surfaces
 - Thinking tasks (not “worksheet tasks”)
 - Student-generated strategies
- Require weekly BTC-aligned problem-solving lessons that include multiple representations and written justification.
- Use number sense routines daily to strengthen conceptual reasoning.

Assessment & PLC Structures

- Administer Math FIABs according to the Scope and Sequence (Number & Ops, Fractions, Geometry, Ratios depending on grade).
- Use Math IABs 2–3 times/year as benchmark assessments.
- PLC uses FIAB/IAB item-level reporting to:
 - Identify misconceptions
 - Plan re-engagement lessons using BTC routines
 - Target small groups on priority clusters (OA, NBT, NF, MD)

Language & Precision

- Require math language objectives in all lessons (justify, generalize, compare).
- Structured talk routines (e.g., “My strategy...”, “This works because...”, “I notice...”) embedded into BTC work.

Monitoring

- Walk-through look-fors:
BTC structures evident, student talk dominant, vertical surfaces active, FIAB target skills addressed.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Proficiency in Literacy

Partially Implemented

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

Tier 1, 2, and 3 Supports are not consistently implemented across grade levels, such as small group instruction, Rtl, strategic grouping, and targeted feedback.

Improvement is evident in PLC+ grade levels, but more consistent data analysis and reflection on instruction adjustments is needed.

Proficiency in Mathematics

Partially Implemented

We will continue to support teachers in mathematics instructional planning and increasing the regular use of IABs and FIABs. Teachers will use PLC time to reflect on student outcomes and determine next steps to increase mathematical understanding. We will continue to explore small group and differentiated instruction to meet the needs of the students as well as implementation of the strategies in "Building Thinking Classrooms."

Student centered real-world experiences

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Increase college and job readiness skills

Partially Implemented

We will continue to implement and strengthen the instruction and opportunities for all students to increase their college and job readiness skills.

Engagement in the Visual and Performing Arts

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Increase engagement opportunities in activities & athletics

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Provide ongoing staff training and support

Partially Implemented

We will continue to implement and strengthen our professional learning systems and groups.

Increase parent participation and engagement

Partially Implemented

The actions were fully implemented to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Proficiency in Literacy

Partially Effective

Based on the metrics, ELA iReady goals are all nearly on Target but have not met the overall goal. ELA SBAC goals are below both Target and overall goal. The effectiveness of individual actions varied.

Effective Actions:

- Regular PLC meetings: Meetings were consistently implemented and contributed towards achievement of goals by allowing teachers to analyze student data, align instruction, and share best practices.
- iReady: MyPath utilized to support independent intervention and remediation
- Orton-Gillingham Strategies/Implementation: Targeted intervention for K-2 students with some classroom teacher and certificated tutors.
- Web-Based Materials: Resources reinforced instruction and provided additional practice, leading to improved student performance
- Substitute Teachers and Planning Time: PLCs met throughout the school year utilizing FUSD scope and sequence and data.
- Academic Tutoring: Supplemental contracts to provide specific tutoring based on student needs.

Partially Effective Actions:

- IAB and FIAB Implementation: Teachers use the assessments, but working toward a more complete implementation with all 3rd-8th grade teachers.
- PLC Focus on Student Learning and Tier 3 support: More focus on the three-tiered support and differentiated instruction for all students.
- Arts Integration Residencies with Teaching Artists: **three out of six grade levels scheduled/held residencies**

Proficiency in Mathematics

Partially Effective

Based on the metrics, Math IReady goals are nearly on Target, but have not met the overall goal. Math SBAC goals have a greater need for growth with average distance from standard declining. The effectiveness of specific actions varied considerably.

Effective Actions:

- Web-based Platforms: Regular use of various web-based platforms for math fluency has effectively reinforced key math skills through interactive, student-friendly platforms.
- Regular PLC meetings: Teachers reviewed assessment data and planned instruction on a regular basis.
- Use of GoMath Curriculum: The consistent use of GoMath across the campus has provided reliable practice opportunities that align with curricular goals, supporting student engagement in Math content.
- iReady and ST Math Lessons: MyPath utilized to support independent intervention and remediation as well as ST lessons targeting specific student need.

Ineffective Actions:

- Use of IAB/FIAB: These assessments were minimally used, limiting their tracking of student progress and informing instruction.
- Collaboration between GE and SPED Teachers: 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.
- Structured fluency instruction has not been consistent across grade levels
- Recursive standards within PODs has not been strategic or consistent

Student centered real-world experiences

Effective

Actions were effective based on the Panorama Student Survey Data

Effective Actions:

- Student listening sessions held with Administration
- Field trips
- MS Academic Counselor: Career cruising, Academic Chats, College Board accounts
- Student Leadership and MS Clubs
- Opportunities for Student Collaboration: Class Meetings, VPAC, Performance groups
- ACT rewards: Star of the Month, recognition tickets, weekly drawings, calendar focus traits
- Provide Materials: Student Planners, student incentives, SEL materials

Increase college and job readiness skills

Effective

Actions were effective based on the Panorama Student Survey Data

Effective Actions:

- VPAC offering in media arts and design
- Arts industry exploration for students
- PLC - Digital Literacy: Teachers utilize and design online assessments and tasks to build on digital literacy safety and skills.
- Field Trips and Career cruising-career explorations

Engagement in the Visual and Performing Arts

Effective

Actions were effective based on the decrease of Chronic Absenteeism

Effective Actions:

- K-5 Visual Arts, Vocal Music, Grade level performances
- 1-3 Instrumental Music
- 3-5, 6-8 Visual and Performing Arts Core Classes (VPAC)
- Auditioned Performing Group Opportunities
- Concerts, festivals, exhibits, arts related field trips and guests
- Supplemental contracts for staff to implement/supervise Performing Arts events

Increase engagement opportunities in activities & athletics

Partially Effective

Actions were mostly effective based on the decrease of Chronic Absenteeism

Effective Actions:

- Positive School Culture and community through activities including mascot and signage

- CSSW meets with students 2 days/week for individual counseling and support
- Lunchtime activities
- MS clubs 2 days/week
- School-wide events: Harvest of Talent, Pancake Breakfast, Fund Run, MS Dance, Character Parade, etc.)
- Supplemental contracts for staff: Supervision/sponsorship of clubs and activities

Ineffective Actions:

- Expand clubs down to Elementary Level: Not happening yet
- Sub release days for SPED and GE teacher Collaboration

Provide ongoing staff training and support

Effective

Actions were effective based on (SBC concerns reduced. Climate and Culture data positive)

Effective Actions:

- Weekly staff newsletter and emails
- Academic Professional Learning based on PLC needs
- Instructional coaching and support
- Instructional Lead Teacher Team
- PLC
- Climate and Culture Team meetings, newsletters, and reflection with actionable steps
- School Building Committee (SBC)

Increase parent participation and engagement

Effective

Actions were effective based on (Climate and Culture data positive)

Effective Actions:

- New Student Orientation, Back to School Night, Open House
- Family Book Club - Success Together events
- Award Ceremonies
- Parent/Teacher Conferences
- Family Art Nights
- Harvest of Talent and other PTSA sponsored events
- School Performances
- School-wide communication: Sunday messages, updated website, ParentSquare, emails, Phone calls, Marquee
- Materials and Supplies: Incentives, certificates, graphics/printing

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.

Strengthening Tier 1 Instruction Through Structured, Research-Based Routines: Instruction becomes more explicit, consistent, and student-thinking focused rather than teacher directed or worksheet-based.

- Implement daily structured literacy blocks in K–1 with explicit phonemic awareness, phonics, encoding, and fluency routines.
- Require daily math number sense routines and weekly problem-based lessons that build conceptual understanding.
- Integrate text-dependent writing and language objectives across subjects to support reasoning and academic discourse.
- Shift math instruction toward "Building Thinking Classrooms" practices emphasizing student thinking, collaboration, and multiple representations.

Using Data Cycles to Drive Targeted Instruction and Interventions: Transitions from a focus on summative testing to continuous, real-time data-driven instruction.

- Implement frequent progress monitoring (biweekly literacy, every-3-weeks math CFAs, FIABs according to Scope & Sequence).
- Use item-level data analysis to identify misconceptions and regroup students.
- Leverage iReady MyPath to target subskills and monitor fidelity of usage.
- Establish structured re-engagement lessons following assessments.

Building Staff Capacity Through Coaching, PLCs, and Professional Learning: Transitions from general Professional Learning to job-embedded, skill-focused professional learning.

- Provide coaching cycles focused on modeling, feedback, and small-group instruction routines.
- Strengthen PLCs with calibration scoring, error analysis, and task revision.
- Offer targeted PL on:
 - Decoding-to-encoding transfer
 - Math discourse and visual models
 - Rich task development
 - Implementing progress monitoring and data analysis
- Train para-educators to support Tier 2 instruction.

Increasing Accountability Through Clear Monitoring Systems: Transitions from informal observations to systematic monitoring of both instruction and outcomes.

- Implement walk-through “look-fors” for instructional fidelity.
- Use dashboards to track student progress, instructional implementation, and program usage.
- Require regular administrative presence in data meetings and classrooms.
- Monitor evidence of language objectives, discourse routines, and student 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:

The School Site Council (SSC) reviewed the data and the components of the plan in detail. During the review process, SSC members asked clarifying questions and offered suggestions focused on strengthening support for students and families. Their input helped refine strategies to increase access, improve communication, and ensure that proposed actions were aligned with student needs.

SSC members were also invited to participate directly in drafting and revising the plan. Their involvement throughout the writing process ensured that stakeholder perspectives were represented and that the final plan reflected a collaborative, community-centered approach.

Families and community partners will serve as thought partners in refining implementation through surveys, feedback sessions, and participation in academic and engagement events, ensuring shared ownership of SPSA goals and schoolwide culture.

N/A Number of English Learners on campus do not require an ELAC team.

Staff were surveyed regarding site needs for 26/27. All teachers reviewed and discussed the SPSA during scheduled staff meetings and collaborative time. Teachers provided input on goals, strategies, and budgeted actions based on their classroom experience and knowledge of student needs. Several teacher volunteers also assisted directly with drafting sections of the plan to ensure that instructional priorities and effective practices were clearly represented.

In addition, the Instructional Leadership Team (ILT) engaged in a close reading of the SPSA. ILT members offered detailed feedback, recommended revisions, and helped refine action steps to ensure alignment with site goals, curriculum initiatives, and ongoing professional learning. Their collaborative review strengthened the clarity and coherence of the final plan.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Proficiency in Literacy

Action Details

Literacy Intervention

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.

Strengthening Tier 1 Instruction Through Structured, Research-Based Routines: Instruction becomes more explicit, consistent, and student-thinking focused rather than teacher directed or worksheet-based.

- Implement daily structured literacy blocks in K–1 with explicit phonemic awareness, phonics, encoding, and fluency routines.
- Integrate text-dependent writing and language objectives across subjects to support reasoning and academic discourse.
- K–1 teachers will implement a daily structured literacy block that includes explicit phonemic awareness, phonics instruction, application with decodable text, and daily progress monitoring.

Using Data Cycles to Drive Targeted Instruction and Interventions: Transitions from a focus on summative testing to continuous, real-time data-driven instruction.

- Implement frequent progress monitoring (biweekly literacy, every-3-weeks math CFAs, FIABs according to Scope & Sequence).
- Use item-level data analysis to identify misconceptions and regroup students.
- Leverage iReady MyPath to target subskills and monitor fidelity of usage.
- Establish structured re-engagement lessons following assessments.

Building Staff Capacity Through Coaching, PLCs, and Professional Learning: Transitions from general Professional Learning to job-embedded, skill-focused professional learning.

- Provide coaching cycles focused on modeling, feedback, and small-group instruction routines.
- Strengthen PLCs with calibration scoring, error analysis, and task revision.
- Offer targeted PL on:
 - Decoding-to-encoding transfer
 - Rich task development
 - Implementing progress monitoring and data analysis
- Train para-educators to support Tier 2 instruction.

Increasing Accountability Through Clear Monitoring Systems: Transitions from informal observations to systematic monitoring of both instruction and outcomes.

- Implement walk-through “look-fors” for instructional fidelity.
- Use dashboards to track student progress, instructional implementation, and program usage.
- Require regular administrative presence in data meetings and classrooms.
- Monitor evidence of language objectives, discourse routines, and student engagement.

Direct Instructional Services

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

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. A stipend 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.

The school will partner with Parent University and community programs to provide workshops focused on literacy, language development, and school navigation, strengthening family capacity to support academic growth.
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 ELPAC testing
Identify and provide appropriate site-based interventions that align to struggling RFEP student needs.
Writing structures to support language development and usage

- Program & Scheduling
 - Protect 30 min daily designated ELD; map units to ELPAC domains (Listening, Speaking, Reading, Writing).
 - Publish EL focus student lists by class with language goals and supports.
- Instructional Moves
 - Every content lesson includes a language objective (function + form) with sentence frames/starters; require 2+ structured talk turns per student.
 - Writing weekly in content (short constructed responses); provide quick feedback cycle.
 - Small groups by language support need across grade level (e.g., complex sentences, academic vocabulary, text-based explanations).
- Assessment & Progress Monitoring
 - Monthly ELD progress checks and update goals; track in a simple dashboard.
 - Mid-year and pre-ELPAC calibration tasks to normalize scoring and feedback.
- People & PD
 - Look-fors for integrated ELD (visible language objective, modeled sentence frames, 70/30 student talk).

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 SPED staff to collaborate, plan, and 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families will receive regular, understandable updates on student progress (i-Ready, progress monitoring) along with guidance on how to support specific skills at home. These efforts are designed to reinforce Tier 1 instruction and accelerate early literacy development.
- New Student Orientation, Back to School Night, Open House
- Family Book Club - Success Together events
- Award Ceremonies
- Parent/Teacher Conferences
- School-wide communication: Sunday messages, ParentSquare, emails, and Phone calls
- Materials and Supplies: Incentives, certificates, graphics/printing, at home practice resources
- Provide opportunities for families to give feedback to improve literacy supports and engagement events

Professional Learning

Describe Professional Learning related to this action.

Building Staff Capacity Through Coaching, PLCs, and Professional Learning: Transitions from general Professional Learning to job-embedded, skill-focused professional learning.

- Provide coaching cycles focused on modeling, feedback, and small-group instruction routines.
- Strengthen PLCs with calibration scoring, error analysis, and task revision.
- Grade level writing samples quarterly /PLC's score with rubrics
- Offer targeted PL on:
 - Decoding-to-encoding transfer
 - Rich task development
 - Implementing progress monitoring and data analysis
- Train para-educators to support Tier 2 instruction.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Administrators and coaches will observe implementation weekly using a common look-for tool.

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. 60% 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 70% toward their typical growth on iReady. For Grades 7-8 Interim 2 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.

Leadership teams (admin, coaches, ILT) will review implementation

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.

Implementation of instructional actions will be monitored through weekly walkthroughs using look-for tools aligned to SPSA actions, biweekly progress monitoring data, and monthly PLC reviews. Administrative and coaching teams will review indicators of both instructional fidelity and student progress to determine when adjustments to grouping, pacing, or instructional strategies are required.

Leadership teams (admin, coaches, ILT) will review implementation and student data at designated checkpoints and initiate mid-cycle course corrections when targets are not met.

Proficiency in Mathematics

Action Details

College & Career Readiness

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.

Strengthening Tier 1 Instruction Through Structured, Research-Based Routines: Instruction becomes more explicit, consistent, and student-thinking focused rather than teacher directed or worksheet-based.

- Require daily math number sense routines and weekly problem-based lessons that build conceptual understanding.
- Integrate text-dependent writing and language objectives across subjects to support reasoning and academic discourse.
- Shift math instruction toward "Building Thinking Classrooms" practices emphasizing student thinking, collaboration, and multiple representations.

Using Data Cycles to Drive Targeted Instruction and Interventions: Transitions from a focus on summative testing to continuous, real-time data-driven instruction.

- Implement frequent progress monitoring (biweekly literacy, every-3-weeks math CFAs, FIABs according to Scope & Sequence).
- Use item-level data analysis to identify misconceptions and regroup students.
- Leverage iReady MyPath to target subskills and monitor fidelity of usage.
- Establish structured re-engagement lessons following assessments.

Building Staff Capacity Through Coaching, PLCs, and Professional Learning: Transitions from general Professional Learning to job-embedded, skill-focused professional learning.

- Provide coaching cycles focused on modeling, feedback, and small-group instruction routines.
- Strengthen PLCs with calibration scoring, error analysis, and task revision.
- Offer targeted PL on:
 - Decoding-to-encoding transfer
 - Math discourse and visual models
 - Rich task development
 - Implementing progress monitoring and data analysis
- Train para-educators to support Tier 2 instruction.

Increasing Accountability Through Clear Monitoring Systems: Transitions from informal observations to systematic monitoring of both instruction and outcomes.

- Implement walk-through "look-fors" for instructional fidelity.
- Use dashboards to track student progress, instructional implementation, and program usage.
- Require regular administrative presence in data meetings and classrooms.
- Monitor evidence of language objectives, discourse routines, and student engagement.

Direct Instructional Services

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"
- Materials and supplies for complex math tasks
- Web based materials to support achievement in mathematics (MIND Institute, iReady, MLD, ReflexMath, ST Math)
- TSA 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

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 SPED staff to collaborate, plan, and 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): Professional development and subs for collaboration and planning between SPED and GE teachers.

Incentives and rewards for academic growth and attendance

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 SPED staff to collaborate, plan, and 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): 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be provided with resources to practice fluency at home with students. Parent/teacher conferences to collaborate on supports for students and at home practices.

Professional Learning

Describe Professional Learning related to this action.

Building Staff Capacity Through Coaching, PLCs, and Professional Learning: Transitions from general Professional Learning to job-embedded, skill-focused professional learning.

- Provide coaching cycles focused on modeling, feedback, and small-group instruction routines.
- Strengthen PLCs with calibration scoring, error analysis, and task revision.
- Provide PL in recursive standards and instruction to maintain student learning in foundational skills, such as place value and fluency.
- Offer targeted PL on:
 - Building Thinking Classrooms
 - Math discourse and visual models
 - Rich task development
 - Implementing progress monitoring and data analysis
- Train para-educators to support Tier 2 instruction.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

Leadership teams (admin, coaches, ILT) will review implementation and student data at designated checkpoints and initiate mid-cycle course corrections when targets are not met.

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for teacher tutoring *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	19,632.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Success Together : Family events to promote parent connections to academics and school community	9,767.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher planning, collaboration, data chats, and IEPs/SSTs **Budget lines for personnel include salaries and related benefits	22,681.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Common highly engaging readings/books across grade levels and classroom libraries to foster a love of reading	19,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and incentives to support improved academic outcomes for students	26,846.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	1,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Fresno County Office of Education : Arts integration models lessons, planning, professional development and coaching cycles	16,600.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for parent functions and meetings **Budget lines for personnel include salaries and related benefits	704.00
G1A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Sub			Substitutes to support planning, collaboration, and IEPs/SSTs **Budget lines for personnel include salaries and related benefits	5,471.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Resources, incentives, and materials to support EL students	7,360.00

\$129,061.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student centered real-world experiences

Action Details

College & Career Readiness

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 .

Direct Instructional Services

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.
- Clinical School Social worker .4 FTE

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

Collaboration, planning and professional development in Arts instruction and Arts integration

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 performance opportunities and field trips to museums and performances

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be invited to student showcase events such as the 8th grade wax museum, grade-level performances, family art night, etc.

Professional Learning

Describe Professional Learning related to this action.

Teachers will collaborate on development, refinement of courses and lessons around presentation skills and design.

VPAC TSA will facilitate and coordinate professional development for teachers

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ 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.

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

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 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.

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.

Panorama data will reflect sustained improved student responses on Spring survey.

- Ongoing emphasis on the importance of attendance with students and families, including the magnet school expectations.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Engagement in the Visual and Performing Arts

Action Details

Life Skills

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.

Direct Instructional Services

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
- School Program Assistant

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?

Students with Disabilities (SWD):

- Additional paraprofessional hours to assist SWD during arts instruction and performances.
- Special education teacher collaboration time with arts teachers (sub coverage for co-planning).
- Extra duty pay for arts teachers and special education staff to coordinate adaptations or create modified materials.

Adaptive Materials & Equipment

- Adaptive musical instruments (e.g., one-handed recorders, switch-activated percussion).
- Adaptive art tools (e.g., large-handle brushes, grip-modified pencils, scissors for fine-motor support).
- Modified drama or theater props that support accessibility and safety.
- Adaptive movement equipment for dance/movement (e.g., floor markers, sensory supports).

Professional Development

- Training for arts teachers on inclusive arts instruction, UDL strategies, or disability-specific adaptations.
- Collaborative workshops between general ed, arts specialists, and special education staff.

Extended Learning Opportunities

- After-school or lunchtime arts clubs designed to include and support SWD.
- Support for inclusive performances (additional supervision, rehearsal time, or adapted roles).

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?

Students with Disabilities (SWD):

Additional paraprofessional hours to assist SWD during arts instruction and performances.

- Special education teacher collaboration time with arts teachers (sub coverage for co-planning).
- Extra duty pay for arts teachers and special education staff to coordinate adaptations or create modified materials.

Adaptive Materials & Equipment

- Adaptive musical instruments (e.g., one-handed recorders, switch-activated percussion).
- Adaptive art tools (e.g., large-handle brushes, grip-modified pencils, scissors for fine-motor support).
- Modified drama or theater props that support accessibility and safety.
- Adaptive movement equipment for dance/movement (e.g., floor markers, sensory supports).

Professional Development

- Training for arts teachers on inclusive arts instruction, UDL strategies, or disability-specific adaptations.
- Collaborative workshops between general ed, arts specialists, and special education staff.

Extended Learning Opportunities

- After-school or lunchtime arts clubs designed to include and support SWD.
- Support for inclusive performances (additional supervision, rehearsal time, or adapted roles).

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

Students with Disabilities (SWD):

- Additional paraprofessional hours to assist SWD during arts instruction and performances.
- Special education teacher collaboration time with arts teachers (sub coverage for co-planning).
- Extra duty pay for arts teachers and special education staff to coordinate adaptations or create modified materials.

Adaptive Materials & Equipment

- Adaptive musical instruments (e.g., one-handed recorders, switch-activated percussion).
- Adaptive art tools (e.g., large-handle brushes, grip-modified pencils, scissors for fine-motor support).
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Professional Development

- Training for arts teachers on inclusive arts instruction, UDL strategies, or disability-specific adaptations.
- Collaborative workshops between general ed, arts specialists, and special education staff.

Extended Learning Opportunities

- After-school or lunchtime arts clubs designed to include and support SWD.
- Support for inclusive performances (additional supervision, rehearsal time, or adapted roles).

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be provided volunteer and support opportunities for student performances and productions.

Professional Learning

Describe Professional Learning related to this action.

Professional development and collaboration in high-quality arts and arts integration instruction with VPAC TSA leading the work and partnering with community resources and organizations.

Professional Development

- Training for arts teachers on inclusive arts instruction, UDL strategies, or disability-specific adaptations.
- Collaborative workshops between general ed, arts specialists, and special education staff.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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%.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Sustain and expand arts education and performing arts opportunities for students.

Direct Instructional Services

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

Students receive standards-based instruction across visual and performing arts through:

- Teacher-led lessons in visual arts, music, theatre, dance, and integrated arts.
- Modeling and demonstration of artistic skills, techniques, performance practices, and creative processes.
- Small-group and whole-class instruction supporting skill development, collaboration, and SEL competencies.
- Ongoing feedback, critique, and reflection aligned to arts rubrics, learning targets, and performance outcomes.
- Rehearsal-based instruction for performing ensembles, including vocal, instrumental, theatre, and dance.
- Project-based and studio instruction guided by the art teacher and classroom teachers

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.

- Sheltered Instruction (SDAIE/SIOP) in Arts: Visuals, modeled demos, sentence frames, structured dialogue, and multimodal outputs (sketch → draft → critique → final performance) in every arts class.
- Integrated ELD in Arts: Quick daily language objectives aligned to art standards (e.g., “Students will describe and justify artistic choices using comparative adjectives, temporal language, and art vocabulary.”)

Student Groups

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

English Learner (EL):

- Instruments and accessories (reeds, strings, mallets, drum heads)
- culturally diverse sheet music, method books, and repertoire
- microphones, cables, or amplification equipment for vocal/ensemble work
- Instrument repair kits and maintenance tools

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

English Learner (EL): Diverse selection of sheet music, method books, and repertoire

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

English Learner (EL): Inclusive audition opportunities and a variety of roles for our diverse student population.

Multi-cultural Arts celebrations

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

This action creates multiple, inclusive opportunities for families to engage in their child's arts learning. Families are invited to attend student showcases, concerts, theatre performances, gallery walks, and art nights where they can see student learning in action. The school will host family arts workshops led by art teachers and teaching artists, giving families hands-on experiences with the same creative processes students use in class.

Professional Learning

Describe Professional Learning related to this action.

Teaching Artist Residencies for elementary classrooms

- Teaching artist facilitate a week-long residency with transferable lessons.

Potential Arts Integration Professional Development

1. Arts & SEL Foundations: CASEL-aligned strategies, arts as a vehicle for engagement.
2. Discipline-Specific Integration: Music & ELA, Theatre & Social Studies, Visual Arts & Science, Dance & PE/Wellness.
3. Assessment & Reflection: Rubrics blending arts standards + other curricular areas
4. Showcase & Family Engagement: Designing inclusive performances/exhibitions.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

- Increased Understanding of Arts Concepts & Skills:
Students will demonstrate improved knowledge of foundational visual and performing arts skills (technique, vocabulary, creative process, rehearsal protocols).
- Improved SEL Skills Through Arts Participation:
Students will show growth in collaboration, reflection, self-expression, and confidence through ensemble and studio routines.
- Improved Language Development for EL Students:
ELs will demonstrate increased use of academic vocabulary, clearer oral expression, and improved written reflections tied to arts learning.
- Greater Engagement & Ownership of Learning:
Students will actively participate in rehearsals, critique protocols, and showcase preparation, demonstrating increased investment in their work.
- Adequate Arts course offerings for students

Measured in a variety of ways:

- Participation & Attendance Data:
Daily attendance data and performance/exhibition participation.
- Behavioral Indicators:
Student discipline data decrease
- Student Climate & Culture Survey
- Balanced class sizes

- Increased Sustained Engagement:
Students consistently participate in rehearsals, studio work, critiques, and performances—demonstrating improved task persistence and productive struggle.
- Improved Collaboration & Teamwork:
Students demonstrate stronger peer-to-peer collaboration, shared responsibility in ensembles, and positive contribution to group projects and showcases.
- Higher Attendance & Participation:
Students in arts courses including ELs and SWD, show improved attendance, decreased absenteeism, and increased participation in performances/exhibitions.
- Improved Academic Behaviors:
Students apply organizational skills, meet deadlines for projects and rehearsals, and demonstrate stronger self-management during arts instruction.
- Performance Growth in Arts Skills:
Students show developing proficiency in artistic technique, creative expression, and performance readiness.

- Improved Student Achievement & Readiness
Students demonstrate stronger academic outcomes, improved critical thinking, and increased readiness for college/career pathways through sustained arts participation.
- Higher Rates of Reclassification & Language Proficiency for ELs
EL students show long-term gains in English proficiency, leading to higher reclassification rates and stronger overall academic performance.
- Stronger School Climate and Sense of Belonging
The school experiences improved student connectedness, stronger relationships, increased confidence, and a positive climate driven by the arts as a unifying element.
- Reduced Chronic Absenteeism & Increased Engagement
Students engaged in arts programs show lower absenteeism, greater overall participation in school events, and increased motivation to attend and succeed.
- Expanded, Equitable Access to Arts Education
All students—including ELs and priority subgroups—have sustained access to high-quality arts learning, leading to long-term equity in course enrollment and participation.
- Increased Family and Community Involvement
Families consistently participate in performances, exhibitions, and arts events, enhancing school–community partnerships over time.

Academic & Achievement Data:

- ELA/Math performance trends
- Completion of A–G–aligned arts courses (if applicable)
- Graduation indicators (MS/HS sites)
- EL Progress Measures:
 - ELPAC proficiency trends
 - RFEP rates over multiple years

- Climate & SEL Measures:
 - Panorama or district SEL survey trends
 - School climate surveys
 - Decreases in behavior referrals and increases in positive behavior indicators
- Engagement Metrics:
 - Chronic absenteeism rates
 - Long-term participation in arts pathways, ensembles, and electives
 - Showcase/Performance participation rates
- Equity Measures:
 - Enrollment in arts courses by subgroup
 - Access and participation data for ELs, SED, SpEd, and other priority groups
 - Family event attendance (sign-ins, surveys)

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.1850	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	33,420.00
G2A1	Title 1 Basic	Attendance & Social Work Service	Crt Pupl-Sub			Clinical School Social worker substitute **Budget lines for personnel include salaries and related benefits	9,601.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology for classrooms and to support student learning	10,241.00
G2A1	Sup & Conc	Instruction	Equip Lease			Signage for campus climate & culture	750.00
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Clinical School Social Worker	0.2150	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	38,837.00
G2A2	Title 1 Basic	Instruction	Mat & Supp			Signage and printing for campus communication **No food or incentives**	154.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Planning days for teachers for multiple subjects, including arts integration **Budget lines for personnel include salaries and related benefits	25,398.00
G2A2	Sup & Conc	Instruction	Direct Trans			Support performing arts and student engagement opportunities	15,795.00
G2A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Program	0.4375	Support for Visual and Performing Arts teachers and programs **Budget lines for personnel include salaries and related benefits	22,181.00

\$156,377.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Provide ongoing staff training and support

Action Details

Effective Staff

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

Direct Instructional Services

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
- Weekly Staff Newsletter and emails
- 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.
- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

N/A

Professional Learning

Describe Professional Learning related to this action.

Professional learning on parent communication (ParentSquare and positive tones, etc.) and customer service will be provided for staff

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

2026-2027 SPSA Budget Goal Subtotal

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

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Trvl & Conf			Professional Development conferences /meetings	2,417.00
G3A1	Sup & Conc	Instruction	Travel			Conference attendance for teacher leaders and leadership	5,583.00

\$8,000.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0060	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Contracts for teacher tutoring *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	19,632.00
060	3010	0060	1110	1000	4300	Mat & Supp					G2A2	Signage and printing for campus communication **No food or incentives**	154.00
060	3010	0060	1110	2495	5899	Cons Svc/Oth					G1A1	Success Together : Family events to promote parent connections to academics and school community	9,767.00
060	3010	0060	1110	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	0.1850	G2A1	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	33,420.00
060	3010	0060	1110	3130	1220	Crt Pupil-Sub					G2A1	Clinical School Social worker substitute **Budget lines for personnel include salaries and related benefits	9,601.00
030	7090	0060	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for teacher planning, collaboration, data chats, and IEPs/SSTs **Budget lines for personnel include salaries and related benefits	22,681.00
030	7090	0060	1110	1000	1160	Teacher-Supp					G2A2	Planning days for teachers for multiple subjects, including arts integration **Budget lines for personnel include salaries and related benefits	25,398.00
030	7090	0060	1110	1000	4200	Bks & Ref					G1A1	Common highly engaging readings/books across grade levels and classroom libraries to foster a love of reading	19,000.00
030	7090	0060	1110	1000	4300	Mat & Supp					G1A1	Materials and incentives to support improved academic outcomes for students	26,846.00
030	7090	0060	1110	1000	4400	Nc-Equipment					G2A1	Technology for classrooms and to support student learning	10,241.00
030	7090	0060	1110	1000	5200	Trvl & Conf					G3A1	Professional Development conferences /meetings	2,417.00
030	7090	0060	1110	1000	5221	Travel					G3A1	Conference attendance for teacher leaders and leadership	5,583.00
030	7090	0060	1110	1000	5621	Equip Lease					G2A1	Signage for campus climate & culture	750.00
030	7090	0060	1110	1000	5721	Direct Trans					G2A2	Support performing arts and student engagement opportunities	15,795.00
030	7090	0060	1110	1000	5723	Direct-Maint					G1A1	: Technology Maintenance	1,000.00
030	7090	0060	1110	1000	5899	Cons Svc/Oth					G1A1	Fresno County Office of Education : Arts integration models lessons, planning, professional development and coaching cycles	16,600.00
030	7090	0060	1110	2100	2410	Cl&Tech-Reg	Assistant, School Program	W235	(New/Open Position)	0.4375	G2A2	Support for Visual and Performing Arts teachers and programs **Budget lines for personnel include salaries and related benefits	22,181.00
030	7090	0060	1110	2495	2960	Oth Cis-Supp					G1A1	Babysitting for parent functions and meetings **Budget lines for personnel include salaries and related benefits	704.00
030	7090	0060	1110	3130	1210	Crt Pupil-Reg	Clinical School Social Worker	E231	(New/Open Position)	0.2150	G2A1	Position split funded: 0.40 FTE Bullard Talent, 0.215 Gibson, 0.385 Jackson **Budget lines for personnel include salaries and related benefits	38,837.00
030	7090	0060	1110	3130	1220	Crt Pupil-Sub					G1A1	Substitutes to support planning, collaboration, and IEPs/SSTs **Budget lines for personnel include salaries and related benefits	5,471.00
030	7091	0060	4760	1000	4300	Mat & Supp					G1A1	Resources, incentives, and materials to support EL students	7,360.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,574.00
Sup & Conc	7090	\$213,504.00
LCFF: EL	7091	\$7,360.00
Grand Total		\$293,438.00

\$293,438.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$129,061.00
G2 - The Whole Child (SEL and Engagement)	\$156,377.00
G3 - Operational Excellence	\$8,000.00
Grand Total	\$293,438.00