Bullard High

10621666006068

Principal's Name: Armen Torigian

Principal's Signature:

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

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.
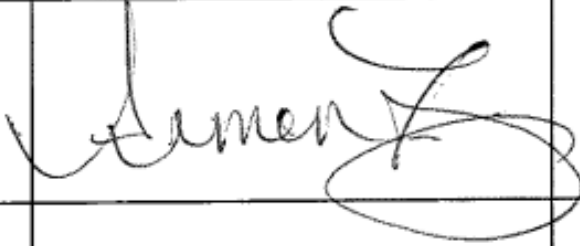
Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Armen Torigian	X				
2. Chairperson – Brian Fischer		X			
3. Vice Principal-Shane Riddle			X		
4. Head Counselor- Whitney Godfirnon			X		
5. Counselor- Korrie Gallardo			X		
6. Classified Staff- Amanda Alameda			X		
7. Mandy Foss		X			
8. Chelsea Geraci		X			
9. Jennifer Johnstone		X			
10. Abigail Smurr		X			
11. Lynette Mercado, Julie Wong, Erin Dye, Amanda Cochron, Abbe Swartz,				X	
12. Nick Ware. Mark Topoozian				X	
13. Finley Godfirnon, Jill Venkatesan					X
14. Jorden Tristan, Xavier Maldonado					X
15.					

Check the appropriate box below:
X☐ **ELAC reviewed the SPSA as a school advisory committee.**
☐ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: **Bullard High**			
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	Armen Torigian	*[signature]*	April 4, 2024
SSC Chairperson	Brian Fischer	*[signature]*	4/4/24

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

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

FY 2024/25

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	$191,081	*
7090	LCFF Supplemental & Concentration	$527,000	
7091	LCFF for English Learners	$51,376	

TOTAL 2024/25 ON-SITE ALLOCATION $769,457

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$61,116
Remaining Title I funds are at the discretion of the School Site Council	$129,965
Total Title I Allocation	$191,081

January 24, 2024

Bullard High 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	0 pts	5.4 pts	2023-2024	11.4 pts
SBAC ELA - percentage of students met/exceeded standard	✔	43.16 %	55 %	2023-2024	63.1 %
SBAC Math - Average distance from standard	✔	0 pts	-108.5 pts	2023-2024	-88.5 pts
SBAC Math - Average distance from standard (African American)	✔		-151.3 %	2023-2024	-131.5 %
SBAC Math - percentage of students met/exceeded standard	✔	20.82 %	16.6 %	2023-2024	21 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

ELA- To increase student achievement in ELA Bullard High School implemented a comprehensive instructional plan that included Quarterly Instructional Focus geared towards effective instructional strategies around CFU, Student Ownership, Rigor, and Culture of Learning; use of FIABs and IABs as common formative assessments; planning days for ELA PLC's teams to collaborate and determine the essential standards, create an instructional calendar and CFAs, and calendar data analysis dates. We also filled out our Plus Support ELA position where this teacher was given a caseload of students and did pull-out sessions on literacy with them. Our instructional coach was new to our site this year and worked with our three new ELA teachers above and beyond her contracted time allowed. She has met with them to lesson plan weekly and has done professional learning with our staff during our Buy Back and/or staff meetings to help add tools to our teacher's toolbox. She is a former ELA teacher as well and brings experience and knowledge. To increase student participation in the After School Tutoring, Bullard allotted funds for teachers to tutor students after school, however, due to a lack of teacher interest, there were no ELA teachers available in the ASP program. Due to the new CBA, the instructional teams' focus changed to PLC + work, which

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

SBAC ELA-Average distance from standard:

Low-performing student groups may not have received sufficient targeted support to address their specific needs. For example, students with disabilities may require specialized instructional strategies and support services, African American and Hispanic students may benefit from culturally responsive teaching practices, and socioeconomically disadvantaged students may need additional interventions to address socio-economic barriers. We have only 1 plus teacher for ELA that provides small group support but our master schedule does not have a time built in for these interventions, so we have to pull students out of other classes to provide interventions.

Teachers have noticed that some students are rushing to complete testing. Teachers needed more time to complete the test. We conscientiously built the master schedule to ensure all of our ELA III teachers can ensure fidelity across their PLC, such as CFAs, data analysis, and response to student results.

SBAC ELA- percentage of students met/exceeded standard

halted the work around Quarterly Instructional Focus.

SBAC ELA- Average distance from standard:

Overall Bullard increased 46.1 points and we are now finally 5.4 points above standard.

Our students with disabilities did increase by 76.3 points but they are still 96.9 points below standard. Our African American students also did increase by 22.1 points but they are still 40.6 points below standard. Our Hispanic students also increased by 46.4 points but are still 7.2 points below standard. Our Socioeconomically disadvantaged students increased by 48.8 points but are still 8.7 points below standard. Our white students increased by 53.4 points and are 39 points above standard.

SBAC ELA- the percentage of students met/exceeded the standard

We had 34% of our students that met standards, 21% of our students exceeded standards. This is a total of 55% of our students met/exceeded standards which is an increase from last year which was 38.06%. We are also higher than per COVID as pre covid we were at 48% of our students met/exceeded standards.

MATH - To increase student achievement in math Bullard High School implemented a comprehensive instructional plan that included Quarterly Instructional Focus geared towards effective instructional strategies around CFU, Student Ownership, Rigor, and Culture of Learning; use of FIABs and IABs as common formative assessments; planning days for math teams to collaborate and determine the essential standards, create an instructional calendar and CFAs, and calendar data analysis dates. To increase student participation in the After School Tutoring, Bullard allotted funds for teachers to tutor students after school, however due to lack of teacher interest, there were no math teachers available in the ASP program. Due to the new CBA, the instructional teams' focus changed to PLC + work, which halted the work around Quarterly Instructional Focus. Math teachers expressed that Edgenuity as a credit recovery and incorrect placement in math classes may be some of the contributing factors to such large negative DFS values.

SBAC Math- Average distance from standard:

Overall Bullard increased 17.2 points taking the DFS from -126 points to -108.5 points.

Our students with disabilities increased 60.7 points, but the DFS is still at -180.2 points. The DFS for Hispanic students was at -124.5 points, which was by 22.1 points higher than last year. Our Socioeconomically disadvantaged students were at -124 which is 20 points increase from last years results.

SBAC Math- Average distance from standard (African American):

Our African American students maintained the DFS at 1.1 points, putting their DFS at -151.3 points.

SBAC Math- Percentage of students meet or exceed standard:

About 16.6% of students met or exceeded standards in Math, which is only 1% growth compared to last year's assessment results. We did not meet our goal of 20% of students meeting and exceeding standard.

Low-performing student groups, such as English language learners or students from culturally diverse backgrounds, may face barriers related to language proficiency, cultural adaptation, and inclusion in the curriculum. We may need additional resources and support to effectively meet the needs of culturally and linguistically diverse student populations. Disparities in instructional quality can contribute to differences in academic achievement among student groups.

Low-performing student groups may lack access to support services and interventions designed to address their specific academic needs. This could include tutoring, academic counseling, special education services, English language learner support, and interventions for students with learning disabilities or socio-economic challenges.

SBAC MATH - Average DFS and Percentage of Students Meeting or Exceeding Standard

The DFS for Students With Disabilities is at -180.2 points (8% met/exceeded standard); the DFS for Hispanic students is at -124.5 points (12.05% met/exceeded standard) , and our Socioeconomically disadvantaged students were at -124 (12% met/exceeded standard). Our African American students maintained the DFS at 1.1 points, putting their DFS at -151.3 points 7.7% met/exceeded standard). English Learners were the lowest performing student group, since 0% of EL students met or exceeded standard on Math SBAC.

Our SWD receive supports from their case managers and math teachers work closely with co-teachers to provide targeted supports for students to access grade level content. We have an A4 support staff working with African American students, who need support with completing assignments. Our PLUS Math teacher position was converted to a classroom teacher position to reduce class sizes in math. While class size reduction eased the workload on teachers and allowed them more time to work one on one with students, it also eliminated opportunities for low performing students getting pulled out for targeted math support.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Our EL support aide was out sick for most of the school year and subs are not picking up her job.
- Our home school liaison who ensures that all students are coming to school to learn took a promotion towards the end of the first semester and we have had a sub for that position all of semester 2.
- .We did not have a full staff from day one of instruction. We had to hire a couple of teachers after the school year started.
- We had 1 ELA teacher retire in December and 1 on medical leave, and we have had a sub in there since.
- We intended to use ASP funds and hire our Math Teachers for after school tutoring, however there was low to no interest from math teachers.
- We set aside funds for teacher's PL and intended to provide PLC planning days to only Math and English PLC, but due to our instructional needs we dispersed the planning days to all PLCs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- We will continue to fund an EL support aide to remain focused on the work to support teachers in instruction and to monitor EL student progress.
- Provide professional development for teachers on effective instructional practices. Forming a committee to lead the work for literacy strategies for all disciplines that our Instructional coach and a member from each department will lead.
- Implementing targeted interventions for low-performing student groups during our ASP by hiring credentialed teachers to tutor our students.
- We will continue to provide funding for planning hours for our ELA and Math PLCs to meet and help improve instruction.
- We will continue to provide funding for our home school liaison, who ensures that all students are coming to school to learn.
- We will continue the use of Edgenuity to help students make up a class they did not pass.
- We have filled out the ELA plus teacher position that will work on focusing on our 9th graders who are below grade level as well as our EL students and be in the classroom for two periods to help reduce class sizes for the 9th grade ELA team.
- We will allocate funds for ELA teachers to attend a conference.

Math

- Funds will be used to support student achievement in the math classroom for professional learning and planning days in Math PLCs.
- To support high quality instruction in the math classroom, we will allocate funds for Algebra 1 teachers to attend a conference.
- To support African American students with D/F grades in Algebra 1, Geometry and Algebra 2 classes, we will allocate funds for the Math PLUS teacher to conduct pull outs and small group instruction during two prep periods.
-

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC would like to see more real world learning experiences offered	• Certificated Tutor(s) for Intervention Development	• writing lab

CCC would like to see more real-world learning experiences offered at BHS. They would like high interest electives, field trips, internships and curriculum.

- Certificated Tutor(s) for Intervention Development
- Substitutes – trainings, planning, and professional development
- College Students to assist students (Teaching Fellows)
- Resource Counseling Assistant – Consideration of additional RCA to   target site needs
- Social Emotional Support
- Extended Learning - Sciences _____, English _____, Math_____.
- Students Incentives - Awards, special prizes, medals, certificates
- Field Trips and assemblies
- Bilingual Instructional Assistants
- Instructional Materials (books, paper, copy machines, etc.)

- writing lab
- vertical articulation in ELA and with other departments
- cross-curricular activities
- Form a committee to develop literacy strategies for all disciplines.
- More lessons focused on Vocabulary.
- Thinking maps concept as a whole school
- Novels in all subjects
- TEA statements across all disciplines
- More reading materials in other subjects like Scholastic Art magazine for art classes
- More translators
- Common language shared across departments regarding things like analysis, annotating, evidence, conclusion...
- Fundamental ELA class offered.
- Independent reading
- Regular pull-out dates and times for students who are struggling in various subject areas.

Action 1

Title: Proficiency in Literacy

Action Details:

Based on the current needs assessment metrics, only 55% of students met or exceeded standards in SBAC ELA. Our goal is to increase the average DFSM. Additionally, we want to increase SBAC ELA scores by 5%, placing our site at 63.1%.

Bullard's literacy plan is designed to address the specific needs of students struggling with literacy, aiming to increase academic performance and SBAC ELA scores. Through a teacher-led committee involving representatives from every department, we will ensure that high-quality literacy instruction is integrated across all classes, not just in ELA. By utilizing resources such as "This is Disciplinary Literacy" and "This is Disciplinary Literacy in Action," teachers will be equipped to implement effective literacy strategies tailored to their subject areas.

A key component of our plan involves our 9th-grade ELA Plus teacher, who will be present in the classroom for two periods to reduce class sizes and provide targeted interventions. These interventions will be data-driven, incorporating differentiated instruction, small group sessions, and personalized learning plans to meet the unique needs of each student. This approach aligns with Tier 2 of the MTSS framework, focusing on providing additional support to students requiring more intensive interventions beyond the core curriculum. Our goal is not only to increase the average DFSM but also to raise SBAC ELA scores by 5%, aiming for a 63.1% proficiency rate, thereby improving overall literacy outcomes at Bullard.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

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

- Review of 23/24 ELA-EAP/CAASPP results in the fall of 2024
- Review of iReady results in October 2024 and February 2025
- Monitoring of Professional Learning Communities around data analysis and response to student results as well as data from common assessments (i.e. PLC generated, common formative assessments, IAB's)
- Focused efforts to use targeted RTI to increase iReady assessment scores of African American and Latino students to increase CAASPP student results.
- Participation in PLI as we design and implement an instructional approach to personal learning in the classroom.
- We have made a goal for this current year 2024-25 for each administrator to observe at least 6 classrooms a week, using the IPG tool
  - The Bullard Admin has also committed to providing feedback to PLCs as a whole and provide individual feedback as the year progresses.
  - Based on the observations and tools, administrators will meet with lead teachers to process patterns and create systems for improvement
- PLUS, Instructional Coach and Home School Liaison will help identify and contact students and their parent/guardians that need more support

Owner(s):

- Armen Torigian
- ALL VPs
- Instructional Leadership Team
- Individual PLCs
- Plus Teachers
- Instructional Coach
- ILT Members
- Department leads

Timeline:

August 2024-March 2025

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

- Bullard will continue to build an academic program that is geared toward High-Quality Instruction through a personalized learning lens. We will provide direct explicit instruction in reading comprehension strategies, vocabulary development, and writing skills.
- Integrate literacy instruction into all subject areas, including science, social studies, math, and elective courses.
- Teach subject-specific literacy skills
- We will utilize PLC time to collaborate on student learning and best practices that ensure we are implementing our GVC with fidelity.
- Department/PLC goals will include targeted intervention during the instructional time that is based on student results derived from formative assessments.
- To address concepts not learned, we will implement targeted RTI and a comprehensive after-school program that includes the use of certificated teachers, outside tutoring services that provide on-campus tutoring, and peer tutoring.
- We will utilize technology including hardware/software and online providers such as Turnitin.com and Springboard to enhance teacher feedback to students concerning their writing.

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of 93.2 points below standard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by hiring 1 Bilingual Aide to be full-time here at

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

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

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

The Students with Disabilities student population is performing at the lowest level in areas of ELA. They are 96.9 points below standard met in ELA).

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

With Title I funds we plan to support Students with disabilities by providing funds that can support the development, review, and implementation of Individualized Education Plans (IEPs) for students with disabilities. This includes

Bullard. We will purchase appropriate instructional materials. Professional development opportunities for teachers and staff working with EL students. Title I funds can be allocated towards purchasing technology tools and resources that support EL students' learning, such as educational software, digital learning platforms, and devices like tablets or laptops that facilitate language acquisition and practice.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by hiring bilingual aide, developing bilingual instructional materials, and providing specialized support for students transitioning from their native language to English.

4. As a site: What are planned actions to support English learner students? 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.

Increase in English Proficiency Levels:

- Implement a structured English Language Development (ELD) program that focuses on language acquisition, vocabulary development, grammar skills, listening, speaking, reading, and writing proficiency.
- Provide targeted interventions and differentiated instruction based on EL students' English proficiency levels as assessed by standardized language proficiency tests (e.g., WIDA, CELDT, ACCESS).
- Offer small-group instruction, language labs, peer tutoring, language-rich activities, and English language support classes to accelerate language acquisition and mastery.

Reduction in Long-Term EL Status:

- Develop and implement a Long-Term English Learner (LTEL) support program that addresses the specific needs of students who have been classified as LTEL based on established criteria and language proficiency benchmarks.
- Provide intensive language support, academic interventions, personalized learning plans, progress monitoring, and collaboration with parents/guardians to help LTEL students progress toward English proficiency and academic success.

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.

conducting assessments, holding IEP meetings, and providing accommodations and modifications to ensure access to the curriculum. Coverage for teachers to attend an IEP.

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

With 7090 or 7091 funds we plan to support Students with disabilities by providing professional development opportunities for teachers and staff working with students with disabilities. This may include training on inclusive practices, differentiated instruction, behavior management strategies, assistive technology tools, and understanding specific disabilities.

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

Students with Disabilities (SWD):

- **Increase in Proficiency Levels:** Offer Individualized Education Programs (IEPs) tailored to each SWD's unique needs, including specialized instruction, accommodations, and modifications to access the curriculum.
- **Reduction in Achievement Gaps:** Implement Response to Intervention (RTI) strategies, multi-tiered systems of support (MTSS), and differentiated instruction to address learning gaps, provide remediation, and scaffold learning for SWD.
- **Improved Graduation Rates:** To facilitate the successful transition of SWD to post-secondary education, employment, or independent living, transition planning, vocational training, life skills development, and support services are provided to them.
- We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching.
- The SPED case manager will monitor the academic progress of SPED students and provide instructional strategies to support instruction in core content areas.
- Case managers will enter data into atlas regarding meetings with students/parents during case management periods.
- SPED Co-teachers will attend core ELA content PLC meetings to gain further understanding of ELA concepts and align rigor.
- We will ensure that our SPED teachers and academic core co-teachers have access to professional learning that is research-based best strategies for students with disabilities and core content.
- We continue implementing co-teaching in ELA courses to ensure SPED students have support, interventions, and access to the grade-level curriculum in their general ED ELA classes.
- Freshman teachers will engage in site PL that messages the expectations for using student planners and Link Crew support. We will continue to contract with outside tutoring services that provide on-campus tutoring, Interact Tutors, as we systematically monitor freshman students who are struggling academically.
- Interact Tutors will work side by side with our 9th-grade teachers, CORE team, academic counselors, and the CTE pathway coordinator to ensure that struggling freshman students receive organizational skills and strategies to assist in higher academic achievement.

- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language.
- Home School Liaison will engage in-home visits to Spanish-speaking homes.
- Communication home will be translated into students' home language as well as English.
- Use of para-professional bilingual 3.5-hour position
- Provide the beginning and intermediate ELD courses.
- Use of parenting classes for our Spanish-speaking parents to aid in supporting their students in school.
- Incorporate ELD components of GVC in ELA, History, and Science classes to support the language development of both English speakers and English Learners
- Provide professional learning for our staff on how to support our EL students.

Action 2

Title: Proficiency in Mathematics

Action Details:

Based on the current needs assessment metrics, only 16.6% of students met or exceeded standards in SBAC Math and the Average Distance From Standard Measured was at –126pts. Our goal is to decrease the average DFSM and get this number as close to zero as possible. Additionally, we want to increase SBAC Math proficiency by 4%, placing our site at 20.82% meeting or exceeding standard in Mathematics.

Bullard High School's goal is to improve academic performance at challenging levels in Mathematics by providing every student with high quality instruction in every Math Class. The actions that address this goal include continuous improvements in the PLC Process, highly engaging math instruction in every math classroom, targeted interventions for struggling students, comprehensive after school program that includes math tutoring, vertical articulation between Algebra 1, Geometry, Algebra 2 and beyond and focus on the well-being of every students through comprehensive academic and social-emotional support. The math department will analyze data from CA Dashboard and Power BI to identify focus student groups for targeted support. Math PLC teams will continue working on identifying the Essential Standards needed for success in future math classes. CFA analysis and results will inform instruction and interventions. Math Plus teacher will provide Tier 2 support by pulling out students during Support Period and providing small group instruction, reteaching and reassessment. Math Teams will have quarterly planning days geared towards analysis of Interim Assessment results, Essential Standards, choosing of FIABs for support with SBAC type assessments.

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

Explain the Progress Monitoring and data used for this Action

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

- Review of 2023/24 Math-CAASPP results in the Fall of 2024
- Review of the District Interim Assessment blueprints and student data to inform instructional practices in the classroom
- Monitoring of Professional Learning Communities around PLC Process, which includes data analysis and response to student results from common assessments (i.e. PLC generated common formative assessments, IABs and FIABs)
- Focused efforts to use targeted RTI to increase iReady assessments scores of African American and Latino students in order to increase CAASPP student results.
- Administration will conduct classroom walks and gather observational data around Quarterly Instructional Focus
- Based on the walkthrough observations, administrators will meet with lead teachers to process patterns and create systems for improvement
- PLUS teacher, Instructional Coach, and Home School Liaison will help identify and contact students and their parent/guardians that need more support. Vice Principals will support teachers with parent contact.

Owner(s):

- Principal - Armen Torigian
- ALL VPs
- Instructional Leadership Team
- Individual PLCs
- Plus Teachers
- Instructional Coach
- Home School Liaison
- TSA

Timeline:

August 2024-June 2025

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

- Bullard will continue to build an academic program that is geared toward?High-Quality Instruction through a personalized learning lens
- We will utilize PLC time to collaborate on student learning and best practices that?ensure we are implementing our GVC with fidelity
- Department/PLC goals will include targeted intervention during the instructional time that is based on student results derived from formative assessments
- In order to address concepts not learned, we will implement targeted RTI and a comprehensive after-school program that includes the use of certificated teachers, outside tutoring services that provide?on-campus tutoring, and peer tutors
- Teachers will administer IABs and FIABs digitally and have data to inform instruction regarding essential standards
- Teachers will provide at-risk 9th grade Algebra 1 students targeted support in the classroom

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in both Math and ELA CAASPP. Of all the EL students that took the ELA CAASPP assessment last year, 0% exceeded standard and only 6% Met Standard. The data is even more alarming for Math CAASPP results, because 0% of EL students Met or Exceeded standard in Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by:

- *Continuous communication between school and parents of English Learner Students*
- *Academic interventions provided by Teaching Fellows, Bilingual Aides and tutors*
- *Computers to supplement the GVC*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing staff with supplemental pay contracts to support students; technology, material and supplies; student incentives; and other supplemental materials and activities that will support ELs with achievement in Math. We will also use funds for parent engagement hour and interpreters.

4. As a site: What are planned actions to support English learner students? 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.

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, reclassification criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide small-group instruction

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

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

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

The African American student population is performing at the lowest level in Math CAASPP.

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

With Title I funds we plan to pay a Math PLUS teacher per diem to provide interventions to African American students; and create constant communication between the school and parents.

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

With 7090 or 7091 funds we plan to support African American students by funding personnel, technology, supplemental materials and activities, parent involvement and initiatives.

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

- Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups
- We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus
- The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions, and outcomes.
- Utilization of our A4 Advisor to provide targeted supports and interventions (i.e. mentoring, tutoring, etc) to an identified group of African American students.
- All African American students Bullard will be assessed and have access to EdCite account
- We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching
- SPED case manager will monitor the academic progress of SPED students and provide instructional strategies to support instruction in core content areas
- Case managers will enter data into atlas regarding meetings with students/parents during case management periods
- SPED Co-Teachers will attend core Math content PLC meetings to gain further understanding of Math concepts and align rigor
- We will ensure that our SPED teachers and academic core co-teachers have access to professional learning that is research-based best strategies for students with disabilities and core content

- Provide training and ongoing support for the teachers and interventionists who provide the small-group instruction
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language
- Home School Liaison will engage in-home visits to Spanish speaking homes
- Communication home will be translated into students' home language as well as English
- Use of para-professional bilingual position to support ELD students in mathematics classes
- Professional learning to support math teachers with ELD integration

- We continue to implement co-teaching in Math courses in order to ensure SPED students have supports, interventions, and access to the grade-level curriculum in their general ED Math classes
- SPED students will also have access to a SPED credentialed teacher within the after school tutorial program
- Freshman teachers will engage in site PL that messages the expectations for use of student planners and Link Crew support and we will continue to contract with outside tutoring services that provide on-campus tutoring Interact Tutors as we systematically monitor freshman students who are struggling academically
- Interact Tutors will work side by side with our 9th-grade teachers, CORE team, academic counselors, and the CTE pathway coordinator to ensure that freshman students who are struggling are receiving organizational skills and strategies in order to assist in higher levels of academic achievement

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies - No Food or Incentives	2,629.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation - ELF Tutors	68,811.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Johnathan Vivian #1076614	13,598.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Louis Franklin #1085517	14,523.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Ian Lynch #1065036	14,523.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Pay	39,428.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental pay for Aides	4,137.00
G1A1	Sup & Conc	Instruction	Mat & Supp			material and supplies	136,413.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PD and conference	60,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH Printer	28,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : prof/consulting Service	13,130.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			HSL Sub	1,070.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	1.0000	Full time Para Bilingual- Punjabi	72,355.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,375.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL Students	25,645.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Math teacher for extra support	13,598.00

$553,591.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared (English Learner)	✔		9.1 %	2023-2024	15.2 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	66.73 %	66.3 %	2023-2024	70.4 %
Graduation Rate	✔	97.9 %	93.7 %	2023-2024	97.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Percentage of Students who are Prepared (CCI)

AP: Pass Rates and # of students taking AP courses have increased

2023 Pass rates increased overall from 40% to 44%, with an increase of +9 students taking AP exams (519 total students). The number of students earning a 3+ score increased by +26.

AP Registration has grown a small amount. We had 2 teachers attend AP training in the summer of 2023 but did not offer either course for 2023-24. We will start AP Economics in 2024-25 and decided to wait on AP Seminar.

Some BHS AP Teachers have offered tutorial and practice test opportunities. BHS has AP Ambassadors as well. These AP Ambassadors are out helping recruit not only our incoming 9th graders but also students that are on our own campus.

Dual Enrollment : 268 students (not unique) are enrolled in Dual Enrollment courses.

Dual Enrollment options at BHS continue to expand. Working with Fresno City College as well as Benedict College students are able to take up to 2 Dual Enrollment courses each semester.

2023-24 Dual Enrollment additions:

- 11th grade cohort of Step Up HBCU Dual Enrollment student has been added.
- 11th grade History 12/Ethnic Studies 10 has been added
- Music 12 is being offered as a 7th period course
- DESERV 254 has been added for students with Disabilities

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

- English Learners were the only subgroup who were "very low" with 9.1% "Prepared" on the CCI dashboard for 2023.
- 31.3% of the African American BHS graduates in 2023 were considered "Prepared" on The CCI dashboard, compared to the schoolwide percentage of 42.5%. FUSD African American students are 21.4% "Prepared".
- In 2023, 27 BHS African American students took an AP Test. This is 5% of the tests taken and African American students at BHS make up 8.8% of the student population.
- 72% of English Learners at BHS are considered "Not Prepared on the CCI dashboard compared to 61.5% in FUSD.
- 72% of Students with Disabilities are considered "Not Prepared on the CCI dashboard compared to 74% in FUSD.

Graduation Rate:

- Every subgroup declined for the Graduation Rate in 2023, with African American students declining 8% and Asian students declining 9% being the largest declining subgroups.
- BHS Students with Disabilities have the lowest overall graduation rate at 72.5% and 5.5% decline from 2022 to 2023.

2023 was the first year the state did not offer a COVID waiver for students. This group was impacted by learning loss. FUSD graduation rate students declined 3.7% overall.

<u>**CCI Prepared: BHS is similar to the State of California on the CCI College & Career Dashboard Indicator**</u>

The state of California has no data for 2022 due to COVID. BHS has 64.6% of the Class of 2023 who were Prepared or Approaching Prepared. CCI has labeled BHS's Prepared rate as "Medium" which is equivalent to the state of California rate.

- 17.2% of BHS students met a-g requirements and completed a CTE pathway

<u>**D/F Rate and A-G completion: BHS had 51.4% of the Class of 2023 complete their a-g requirements.**</u>

- a-g completion rates declined from 55.4% in 2022
- Bullard's BTSC CORE Team, which works with our Freshmen Off Track rate. Bullard's Freshmen Off-Track rate has decreased to 38%, which is lower than Pre-Pandemic days.

<u>**Graduation Rate: The BHS Graduation Rate has declined 3.1% from 2022 to 2023.**</u>

- 93.7% of BHS Seniors Graduated in 2023
- BHS had a 3.1% decline in graduation rate from 2022 to 2023
- 2 students took a 5th year to graduate.

<u>**Fall Climate Culture student survey**</u>

- 65% of BHS students responded favorably in the student centered/real-world experiences domain of The Climate Culture Student Survey.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Turnovers and focus on other areas have lead the admin team to less AP class walkthroughs and PLC monitoring this school year.

Tutorial offerings are limited, teachers were not interested in tutoring students after school.

D&F incentives have not been fully implemented. Students receive Honor Roll and Academic letters for academic gpa 3.5+. Student planners were not distributed school wide but our Students with Disabilities who are taking Personal Management were provided with planners.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Increase in Dual Enrollment offerings: New 2024-25 Courses: ASL 1 & 2, Music 12 during the school day, Crim 1 & 5, Math 3A and Math 11. Working to increase current 2023-24 enrollment in Dual Enrollment course offerings as well. Promoting Dual Enrollment courses and options at events such as Open House and Registration.

Renewed focus on AP courses, choosing staff and making staff changes to give AP students the best chance of successfully passing the AP exam (3+ score). Adding traning opportunities and continuing to build AP PLCs. Promoting AP program at events such as Open House and Registration.

Increasing CTE options such as Sports Medicine, promoting and enrolling students in current BHS pathways. Working on a comprehensive program to ensure students have access to field trips, CTE experiences, internships, State Seal of Civic Engagement and Community Service across school departments. Supporting new CTE staff to be successful. Creating student centered projects within all CTE pathways that all pathway students participate in.

Add Personal Finance course as an elective option to Grades 9-12.

Planning for our first Dual Immersion cohort who will be entering BHS in 2026.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).
SSC would like to see more real world learning experiences offered at BHS. They would like high interest electives, field trips, internships and curriculum.

2 ELAC:
• Certificated Tutor(s) for Intervention Development • Substitutes – trainings, planning, and professional development • College Students to assist students (Teaching Fellows) • Resource Counseling Assistant – Consideration of additional RCA to   target site needs • Social Emotional Support • Extended Learning - Sciences _____, English _____, Math_____. • Students Incentives - Awards, special prizes, medals, certificates • Field Trips and assemblies • Bilingual Instructional Assistants • Instructional Materials (books, paper, copy machines, etc.)

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Teachers (58) who completed the SPSA survey would like to see more real world learning experiences offered at BHS. They would like high interest electives, additional CTE courses, field trips, internships, community service and curriculum focused on expanding student's exposure to post graduation skills and interests.

Action 1

Title: Support & Expand AP and Dual Enrollment Offerings

Action Details:

Expanding college credit courses and AP offerings at BHS for the 2024-25 school year is a proactive step towards enhancing student preparedness. With a focus on increasing the number of students successfully completing Dual Enrollment or AP courses, the school is poised to better equip its students for higher education and beyond.

In the 2023-24 academic year, BHS had 268 students who took at least one Dual Enrollment course. This is a significant number, indicating a strong interest and engagement in pursuing college-level coursework while still in high school. By expanding the Dual Enrollment program, the school aims to build upon this foundation and provide even more opportunities for students to earn college credits.

Additionally, the decision to add two sections of ASL 1 & ASL 2 for the 2024-25 school year demonstrates a commitment to offering diverse and inclusive educational experiences. American Sign Language courses not only enrich students' cultural understanding but also provide valuable language skills that can benefit them in various career paths.

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

Explain the Progress Monitoring and data used for this Action

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

Increase Dual Enrollment Options in 2024-25.

2023-24 Dual Enrollment Fall Semester:

Fall 2023 Course	9	10	11	12	Total
College Credit - USH (A)		3	38		41
College Credit - VAPA (F)	3	6	2	2	13
College Credit-Elect (G)		3	49	56	108
College Credit-English(B)				72	72
Grand Total	3	12	89	130	234

2023-24 Dual Enrollment Spring Semester:

Spring 2024 Course	9	10	11	12	Total
College Credit - USH (A)		2	32		34
College Credit - VAPA (F)	3	2	1	3	9
College Credit-Elect (G)		4	50	115	169
College Credit-English(B)				56	56
Grand Total	3	8	83	174	268

Owner(s):

Principal

Head Counselor

Timeline:

Spring 2024: Work with CCR to decide on course offerings. Recruit and complete enroll students. Complete application and paperwork for FCC and Benedict.

August 2024: Begin courses

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

- Monitor student enrollment in CTE and Linked Learning classes
- Dual enrollment opportunities
- Number of student certifications
- Monitor number of students who are considered pathway completers; number of staff members with CTE credentials
- Site work based learning engagements
- The Bullard Admin will work with the CTE Coordinator to provide feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses

Owner(s):

- VP overseeing CTE
- CTE Coordinator
- SPED Department Chair
- NIC Group
- CORE Group
- CTE Teachers
- Job Developer
- Head Counselor

Timeline:

August 2024 - June 2025

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

- CTE Coordinator
  - Field trips to college campuses and businesses
  - Career skills challenge
  - Technology–including site licenses for instructional technology
- Recruitment and retention of students in CTE and Linked Learning courses as a percentage based on seats available for students
- Strategic student meetings to help with program retention
- Collection of agendas and meeting minutes from Linked Learning PLC's showing evidence of project collaboration from PBL template and strategies for student success and engagement
- Implementation of PBL design rubric for common formative assessment
- Align pathway Common Formative Assessments with the district graduate profile
- CTE Coordinator will work with CORE group to help support student success in the 9th grade
- Monitoring student completion of CALPADS requirements
- Track activity tool for student success
- Monitor NAF assessments D's and F's of student in CTE courses and Linked Learning classes
- Work with NIC to increase enrolment for SWD

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the California State Dashboard, of the 33 English Learner student population, only 9.1% (Very Low) are college and career ready.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English Learner students by hiring 1 Bilingual Aide to be full-time here at Bullard. We will purchase appropriate instructional materials. Professional development opportunities for teachers and staff working with EL students. Title I funds can be allocated towards purchasing technology tools and resources that support EL students' learning, such as educational software, digital learning platforms, and devices like tablets or laptops that facilitate language acquisition and practice.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English Learner students by hiring bilingual aide, developing bilingual instructional materials, and providing specialized support for students transitioning from their native language to English.

4. As a site: What are planned actions to support English learner students?

Increase in English Proficiency Levels:

- Implement a structured English Language Development (ELD) program that focuses on language acquisition, vocabulary development, grammar skills, listening, speaking, reading, and writing proficiency.
- Provide targeted interventions and differentiated instruction based on EL students' English proficiency levels as assessed by standardized language proficiency tests (e.g., WIDA, CELDT, ACCESS).
- Offer small-group instruction, language labs, peer tutoring, language-rich activities, and English language support classes to accelerate language acquisition and mastery.

Reduction in Long-Term EL Status:

- Develop and implement a Long-Term English Learner (LTEL) support program that addresses the specific needs of students who have been classified as LTEL based on established criteria and language proficiency benchmarks.
- Provide intensive language support, academic interventions, personalized learning plans, progress monitoring, and collaboration with parents/guardians to help LTEL students progress toward English proficiency and academic success.

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.

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

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

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

According to the California State Dashboard, our African American Students and our Students with Disabilities are performing the lowest in our College and Career programs (AP, Dual Enrollment, and CTE).

- *African American Students - 48 students and 31.3% are prepared (Low)*
- *Students with Disabilities - 68 Students and 13.2% are prepared (Low)*

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

- *With Title I funds we plan to support our African American Students by continuing to have our AP, Dual Enrollment, and CTE Coordinators, along with their student ambassadors, promoting our college and career courses, and provide tutors and mentors for students who maybe struggling.*
- *Creating a tutorial lab and paying teachers extra pay contracts to tutor our low performing students.*

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language.
- Home School Liaison will engage in-home visits to Spanish-speaking homes.
- Communication home will be translated into students' home language as well as English.
- Use of para-professional bilingual 3.5-hour position
- Provide the beginning and intermediate ELD courses.
- Use of parenting classes for our Spanish-speaking parents to aid in supporting their students in school.
- Incorporate ELD components of GVC in ELA, History, and Science classes to support the language development of both English speakers and English Learners
- Provide professional learning for our staff on how to support our EL students.

Action 2

Title: CTE and Linked Learning Enrollment

Action Details:

Bullard High School currently has 5 CTE pathways: Biomedicine, Business Marketing & Technology, Computer Science, Law & Social Justice (California Law Consortium Pipeline-2+2+3), and Video Production. Bullard will continue to message the student engagement and learner outcomes to feeder schools and site stakeholders in an effort to maintain enrollment in pathways--thus ensuring more students are meeting the A-G Requirements and the Graduate Dashboard indicators. Each pathway has a designated course progression that includes work-based learning, job shadow/internships, certifications, guest speakers, and dual enrollment opportunities--however, our African American students, Socio Economically Disadvantaged (SED), SWD, Hispanic, and Asian students are not deemed prepared under College and Career Ready Standards. This is not solely due to CTE pathway completion as this includes, but is not limited to students not meeting A-G requirements, SBAC/AP Test results, and students with a large number of Ds & Fs. Each pathway also has one or more career industry certificated teachers (CTE credentialed) who strategically collaborate with core subject matter teachers to design cross curricular project based learning experiences. Students in the pathways will have the opportunity to engage in field exploration and small-scale industry visits personalized to their interests with the use of our new CTE Van. In a typical year, starting in the Fall, incoming 9th grade students are exposed to pathway options via the Middle School CTE Expo. In the Spring, Bullard Admin, the Head Counselor, the Pathway Coordinator, and the CTE leads for each pathway host an 8th grade parent night prior to pre-reg at our feeder middle schools, Wawona, Tenaya, Baird & Bullard Talent to message the individual CTE Linked Learning pathways and the expected learner outcomes. The 8th grade students then visit Bullard for pre-registration where they get another look at VAPA, CTE, and athletics course offerings by meeting with lead teachers and students. Bullard has also created a "Showcase Knight" during Open House where incoming 8th graders and their parents can come and pick up their student's schedule and walk the campus, thus meeting their student's elective teachers for the following year. To increase student engagement in Linked Learning Pathways, Bullard will continue to collaborate with our feeder middle schools to provide early career exploration and learning aligned to our pathway industry sectors. Bullard will work to analyze student demographic data in our Linked Learning Pathways to ensure traditionally underrepresented subgroups (African American, SED, SWD, Asian and Hispanic) are proportional to our enrollment so that ALL students are exposed to rigorous College and Career ready programs. Pathway leads will collaborate with site pivot teams to ensure that appropriate supports are in place for African American, SWD and SED students, including African American Mentors, ethnically diverse guest speakers, SPED case manager push-in/pull out/after school tutorial supports, etc. We have added Digital Photography for the upcoming year to provide more opportunities for students as a capstone course. Bullard will also fund additional materials and supplies to assist students/staff in their pathway classes such as technology and maintenance.

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

Explain the Progress Monitoring and data used for this Action

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

- Monitor student enrollment in CTE and Linked Learning classes
- Dual enrollment opportunities
- Number of student certifications
- Monitor number of students who are considered pathway completers; number of staff members with CTE credentials
- Site work based learning engagements
- The Bullard Admin will work with the CTE Coordinator to provide feedback to PLCs as a whole and slowly begin to provide individual feedback as the year progresses

Owner(s):

- VP overseeing CTE
- CTE Coordinator
- SPED Department Chair
- NIC Group
- CORE Group
- CTE Teachers
- Job Developer
- Head Counselor

Timeline:

August 2022-June 2023

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

- CTE Coordinator
  - Field trips to college campuses and businesses
  - Career skills challenge
  - Technology--including site licenses for instructional technology
- Recruitment and retention of students in CTE and Linked Learning courses as a percentage based on seats available for students
- Strategic student meetings to help with program retention
- Collection of agendas and meeting minutes from Linked Learning PLC's showing evidence of project collaboration from PBL template and strategies for student success and engagement
- Implementation of PBL design rubric for common formative assessment
- Align pathway Common Formative Assessments with the district graduate profile
- CTE Coordinator will work with CORE group to help support student success in the 9th grade
- Monitoring student completion of CALPADS requirements
- Track activity tool for student success
- Monitor NAF assessments
- D's and F's of student in CTE courses and Linked Learning classes
- Work with NIC to increase enrollment for SWD

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

- Integrated ELD for a l ELs to ensure access to the standard instructional program
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Translation of school communication regarding Linked Learning Pathways into home languages

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the California State Dashboard, of the 33 English Learner student population, only 9.1% (Very Low) are college and career ready.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

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

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

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

According to the California State Dashboard, our African American Students and our Students with Disabilities are performing the lowest in our College and Career programs (AP, Dual Enrollment, and CTE).

- *African American Students - 48 students and 31.3% are prepared (Low)*
- *Students with Disabilities - 68 Students and 13.2% are prepared (Low)*

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

Increase in exposure opportunities for possible certifications

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

Continue to send our students on field trips such as federal courts, colleges, work place visits, conferences, and career fairs.

With Title I funds, we plan to support English learner students by hiring 1 Bilingual Aide to be full-time here at Bullard. We will purchase appropriate instructional materials. Professional development opportunities for teachers and staff working with EL students. Title I funds can be allocated towards purchasing technology tools and resources that support EL students' learning, such as educational software, digital learning platforms, and devices like tablets or laptops that facilitate language acquisition and practice.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by hiring bilingual aide, developing bilingual instructional materials, and providing specialized support for students transitioning from their native language to English..

4. As a site: What are planned actions to support English learner students?

- Integrated ELD for all ELs to ensure access to the standard instructional program
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Translation of school communication regarding Linked Learning Pathways into home languages

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

- HBCU Step Up Program
- HBCU Caravan/Black College Expo
- A4 mentoring and monitoring low performing African American Students
- Black Student Union Village Celebration
- Black Student Union at BSCU (Black Students of California United) Conference hosted by UC Merced.
- Men's Alliance Men of Color Conference
- Dual Enrollment Course, Deserv 264, for our Students with Disabilities (Seniors Elective Course for college credit.
- DSPS services through Fresno City College to prepare seniors to receive their accommodations in college

- Bullard will provide professional learning for site leaders and teachers focused on African American and SPED identified student groups
  - We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus
  - The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations) and Athletics to ensure traditionally under represented sub groups are proportional to our enrollment
- Bullard will work to analyze student demographic data in our Linked Learning Pathways to ensure traditionally under represented sub groups are proportional to our enrollment
- Bullard will ensure that our African American and SPED students have various opportunities for mentorship and exposure to college graduate professions
- Each pathway will continue to engage in monthly staff pivot meetings to collaborate on student achievement and ensure structures are in place for tutorial and support
- Bullard will continue to engage SPED and ALPS students in work-based learning experiences that support College and Career Readiness standards (i.e student paid positions on campus, SPED Business Fundamentals course, job shadows and career industry visits, etc).
- Bullard Law Pathway students will continue work with the California Law Consortium Pipeline (2+2+3) as we strive to partner with industry professionals and work to diversify the legal profession in California with more African American graduates

Action 3

Title: Support and Expand CTE Programs

Action Details:

Plan for CTE Pathway expansion in Sports Medicine.

Admin work with CTE Manager and CTE teachers to create a comprehensive CTE plan for baseline experiences by pathway and grade level.

Focus on Business Pathway. New instructors need support, open Student Store and produce and sell products. Recruit 9th graders to enter pathway.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Create staffing for Sports Medicine and hire a qualified instructor, recruit students to take course and enroll.	Principal, VP, Head Counselor and CTE Manager	March 2024-August 2024: Recruit and hire teacher, recruit and enroll students.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Completion of CTE plan, monitor participation in field trips and experiences, creation and implementation of project or presentation of pathway students.	CTE Manager VP overseeing CTE	Spring/Summer 2024: Create baseline services and plan by pathway Fall 2024-Spring 2025: Implement and monitor plan, adjust in Spring 2025.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Business Pathway enrollment, quality and quantity of real world experiences offered. How many student participate in experniences and enroll in course How many field trips, projects and presentations occur with each course/grade level	CTE Manager Admin overseeing Business	Spring 2024: Determine what experiences will be offered, PD needed for teacher, Recruitment of students to enroll in 9th grade course. Fall 24-Spring 25: Implement plan.

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

- Provide training for new staff and students on production equipment in CTE courses
- Purchase of technology for CTE Courses, such as cameras, computers, printers, and software.
- Purchase of materials for production, such as t-shirts, hats, vinyl, sweatshirts, and etc.
- Materials for Biomed pathway to help with certifications
- Materials for new Sports Medicine program, such as athletic tape, prewrap, training tables, and etc.

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds, we plan to support English learner students by hiring 1 Bilingual Aide to be full-time here at Bullard. We will purchase appropriate instructional materials. Professional development opportunities for teachers and staff working with EL students. Title I funds can be allocated towards purchasing technology tools and resources that support EL students' learning, such as educational software, digital learning platforms, and devices like tablets or laptops that facilitate language acquisition and practice.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

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

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

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

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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

- *Addition of AP African American Studies*
- *Addition of Sports Medicine course in Biomed Pathway*

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

Continue to send our students on field trips such as federal courts, colleges, work place visits, conferences, and career fairs.

With 7090 or 7091 funds we plan to support English learner students by hiring bilingual aide, developing bilingual instructional materials, and providing specialized support for students transitioning from their native language to English.

4. As a site: What are planned actions to support English learner students?

- Dual enrollment, AP, and CTE courses are accessible to our EL students
- Offering support in each of those courses and progress monitor each student.
- Ensuring that all EL students are completing the A-G requirements.

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

- HBCU Step Up Program
- HBCU Caravan/Black College Expo
- A4 mentoring and monitoring low performing African American Students
- Black Student Union Village Celebration
- Black Student Union at BSCU (Black Students of California United) Conference hosted by UC Merced.
- Men's Alliance Men of Color Conference
- Dual Enrollment Course, Deserv 264, for our Students with Disabilities (Seniors Elective Course for college credit.
- DSPS services through Fresno City College to prepare seniors to receive their accommodations in college

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Books and Other reference materials	8,493.00
G2A1	Sup & Conc	Instruction	Direct-Maint			tech maintenance	10,000.00
G2A3	Sup & Conc	Instruction	Direct Trans			transportation for students and field trips	14,500.00

$32,993.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		22.3 %	2023-2024	19.7 %
Suspension Rate - Semester 1	✔	5.83 %	7 %	2023-2024	6.67 %
Suspension Rate - Semester 1 (African American)	✔		14.8 %	2023-2024	14.47 %
Suspension Rate - Semester 1 (English Learner)	✔		13.5 %	2023-2024	13.17 %
Suspension Rate - Semester 1 (Foster Youth)	✔		25.9 %	2023-2024	25.57 %
Suspension Rate - Semester 1 (Hispanic)	✔		7.4 %	2023-2024	7.07 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		9.4 %	2023-2024	9.07 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		9.6 %	2023-2024	9.27 %
Suspension Rate - Semester 1 (White)	✔		3.7 %	2023-2024	3.37 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Current Overall implementation and Effectiveness, school-wide and by student group. ATSI schools are required to include specific low-performing student groups. Utilize Atlas reports to support your data analysis of student groups.

Chronic Absenteeism:

As of 2022-2023, per Power BI, 25.92%of our students were considered chronically absent. For the current school year, 22.02% of students are considered chronically absent. Our Homeless Youth population has 28.6% who are severely chronic, and 14.3% are Chronic. Our Foster youth population for the current school year: 28.6% are Chronic, and 25% are severely chronic.

Suspension Rate—Semester 1: For semester 1 of the 2023-24 school year, per Power BI, 254 students were suspended. 63% were male students and 36.6 % were females. The breakdown for grade levels was as follows: 9th grade—86 students, 10th grade—92, 11th grade—47 students, and 12th grade- 29 students.

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

What are the causes for student groups performing at a lower level than other student groups?

- Student Goals: All student groups were suspended in proportion to their distribution on campus. Low-performing student groups, such as English Learners (ELs) and students with disabilities, may face resource inequities in terms of access to high-quality instructional materials, technology tools, and specialized programs. Schools must ensure that all students, regardless of their background or abilities, have equitable access to resources supporting their learning needs. Many low-performing student groups, including students with disabilities and English Learners, may require additional social and emotional support services to address barriers to learning.
- Staff Goal: Lack of culturally responsive teaching practices and linguistic support can contribute to the disproportionality of low-performing student groups. Bullard will continue to invest in professional development and training for educators to enhance their cultural competence, language proficiency, and ability to differentiate instruction to meet the needs of diverse learners.
- Families Goal: Resource inequities can also stem from limited parent and community engagement, particularly among historically marginalized or underrepresented groups. Schools should actively

Suspension Rate- African American Students: 20.9% of students suspended in the first semester.

Suspension Rate- English Learner: 17% of the suspensions were our EL students. 5.5% were our redesignated students and 11.4% were our current ELL students.

Suspension Rate- Hispanic Students: 148 students were suspended for semester 1, which is 58.3%.

Suspension Rate—Foster Youth: While the number of foster youth suspended (11 students) is relatively small compared to other demographic groups, it's still essential to consider their unique needs and challenges and provide appropriate support services to prevent behavioral issues that may lead to suspensions.

Suspension Rate—Students with disabilities—The data indicates that 25% of suspended students were in Special Day Classes (SDC), 45% had a 504 plan, and 29.8% were in Resource Specialist Programs (RSP). This highlights the importance of providing support and accommodations to students with disabilities to effectively address behavioral challenges and prevent suspensions.

As a site, suspension rates have increased overall and relatively consistently among all student groups by roughly 1%, with a recidivism rate of 66%.

Possession and use of a controlled substance are our leading causes of suspensions for semester 1, and fights are our second leading reason for suspensions.

It's challenging to pinpoint the exact reasons why students are being suspended for drugs and fighting. However, based on the provided data, we can make some observations and considerations:

Gender Disparities: The data shows that 63% of the suspended students were male, which could indicate a potential gender disparity in behavioral issues leading to suspensions. Further analysis would be needed to understand the underlying factors contributing to this disproportion.

Grade Level Breakdown: The breakdown of suspensions by grade level (9th grade—86 students, 10th grade—92, 11th grade—47 students, and 12th grade—29 students) suggests that suspensions are occurring across various grade levels, and it might be beneficial to explore whether there are any patterns or trends within specific grade levels. 9th students seem to need more support than any other grade level and maybe the case load is too much for the SEL team to manage

Ethnicity and Language Status: The data also provides insights into suspension rates among different demographic groups. For instance, African American students had a suspension rate of 20.9%, Hispanic students had a rate of 58.3%, and English Learner (EL) students had a rate of 17%, with specific breakdowns for redesignated students (5.5%) and current ELL students (11.4%). These disparities raise questions about equity and the need to address underlying issues that may contribute to higher suspension rates among certain groups.

Bullard High School will need to consider implementing proactive strategies such as positive behavior interventions and supports (PBIS), culturally responsive practices, restorative justice approaches, counseling and mental health services, and targeted interventions for specific student groups. Collaboration with stakeholders, including students, parents/guardians, teachers, administrators, and community organizations, is crucial in developing comprehensive and effective solutions to reduce suspensions and create a safe and inclusive learning environment for all students.

involve parents/guardians in decision-making processes, provide resources for family support and involvement, and create partnerships with community organizations to address the needs of low-performing student groups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Our reengagement center has been without a RCA for the second semester, which has resulted in the students not receiving Teri 1 support while they are there.
- Site Defined Continued implementation of Ethnic Studies Course
- Maintaining the support of the African American Studies Course
- Maintaining the support of the Race & Social Justice Course
- Support and training for Dual Immersion Coordinator around student goal setting and staff PL opportunities, including the addition of new courses.
- The CCT team created an attendance goal, and our CCD has also given away prizes to students with Perfect attendance.
- The tardy policy was revamped in the second semester.
- This year, we had a House of Reps that had a student representative from each class report to the CCD to help voice student concerns.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- One of our major goals is going to be to revamp our entire disciplinary process, how we intake students, and provide the appropriate intervention as soon as a student arrives at the Reengagement Center.
- Another goal is to hire an RCA who is qualified and shows up to work on a daily basis. This was an issue last year as the RCA was not coming to work consistently, which ended up disrupting our intake process and small groups.
- Another goal is hiring a transition teacher who will work out of the reengagement center to provide the appropriate interventions and will work with our at-risk students. Providing the social emotional intelligence and strategies to our students.
- Going to provide students with incentives for perfect attendance
- Tardy Sweeps are being revamped
- Phone Policy will also be revamped

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC would like to see more real world learning experiences offered at BHS. They would like high interest electives, field trips, internships and curriculum.	- Certificated Tutor(s) for Intervention Development - Substitutes – trainings, planning, and professional development - College Students to assist students (Teaching Fellows) - Resource Counseling Assistant – Consideration of	Teachers (58) who completed the SPSA survey would like to see more real world learning experiences offered at BHS. They would like high interest electives, additional CTE courses, field trips, internships, community service and curriculum focused on expanding student's exposure to post graduation skills and

additional RCA to   target site needs
- Social Emotional Support
- Extended Learning - Sciences _____, English _____, Math_____.
- Students Incentives - Awards, special prizes, medals, certificates
- Field Trips and assemblies
- Bilingual Instructional Assistants
- Instructional Materials (books, paper, copy machines, etc.)

interests.

Action 1

Title: Decrease Suspension Rate

Action Details:

Our goal is to decrease the suspension rate at Bullard High School to 5% or lower by the end of each semester through the implementation of targeted interventions, support programs, and restorative practices to improve student behavior and engagement.

At Bullard High School, we're committed to reducing suspensions and creating a supportive environment for all students. When students return from suspension, they'll participate in a re-entry meeting with a Vice Principal and our Restorative Counselor. We'll then connect them with individual or group counseling through our Social Emotional Support team. We aim to address behavior through personalized conversations and behavior modification strategies tailored to each student's needs. Additionally, we're implementing a mentorship program with our Link Crew students who will support struggling freshmen, fostering positive connections and a sense of belonging within our school community.

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

Explain the Progress Monitoring and data used for this Action

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

- Weekly calibration meeting of the administration team to review suspension reports and analyze trends in suspension behaviors.
  - Meetings will include a discussion of strategies to address behaviors.
- Use of monthly suspension data to monitor progress toward goal.
- Monthly reports from social/emotional support staff to monitor individual and group counseling progress.
- Monitoring of REC engagements with students
- Agendas and minutes from School Climate and Culture Team Meetings
- Discipline data review with School Climate and Culture Team
- Classroom observations to monitor the implementation of classroom management strategies.
- Update the Engagement Tool on Atlas.

Owner(s):
- Admin Team
- Counselors
- Social-Emotional Team
- Culture and Climate Team
- CCD
- Class Sponsors
- Coaches
- RCA
- Rec Teacher
- Restorative Counselor

Timeline:
August 2024-June 2025

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

- Bullard will work to continually message common area behavior expectations to all classrooms and teachers through professional learning provided by DPI and the Culture and Climate team

- VP's will present rules and procedures to students at the beginning of each semester
- We will strategically communicate reminders of our commitment to the Knight Life through PA announcements, class meetings, social media, the Knight Watch, and posted signs throughout campus
- Link Crew and CORE will be utilized to support in freshman classes and in orientation at the beginning of the year prior to school starting
- Leadership students will continue to host a club day on campus to encourage involvement in school through clubs and we will regularly message athletic opportunities to all students via school messenger, website, marquee and the PA system during morning announcements
- Athletic Director working with coaches on how multi-sport involvement will improve academics and school behavior
- Campus Culture Director will work with Leadership students to provide non-contingent incentives to support connection to site
- Extra Campus Safety Assistant will provide extra security for students and staff.

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

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

English Learner student population is performing at the lowest level in areas of suspension rate. 11.3% of our EL students are suspended at least one day last school year. That is an increase from the previous year by 5.6%

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

With Title I funds, we plan to support our EL students by Hiring additional aides to provide more personalized instruction. We will also purchase updated and culturally relevant instructional materials, including books, digital resources, and language-learning software. Finally, we will implement research-based ESL/ELL instructional strategies and best practices to improve language acquisition and academic performance.

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

With 7090 or 7091 funds, we plan to support EL Students by offering training for staff on trauma-informed practices and restorative justice approaches to address underlying issues contributing to behavioral challenges. Invest in technology tools and resources, such as tablets, laptops, and educational software with language support features, to enhance language development and digital literacy skills among EL students. Provide access to online language learning platforms and resources for English language practice and reinforcement outside the classroom.

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

- EL data chats based on individual student achievement to provide specific information and inform student of teacher commitments
- Data chats to clearly communicate expectations
- Awards and incentives to recognize student achievement
- Use of Bilingual Para-Professional to support EL students

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

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

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

The African American student population is performing at the lowest level in areas of suspension rate. 20.2% of our African American Students were suspended at least one day last school year, which was an increase from the following year (3.9%)

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

With Title I funds, we plan to support our African American students by purchasing culturally relevant curriculum, materials, and resources that reflect their diversity and perspectives.

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

With 7090 or 7091 funds, we plan to support our African American students by partnering with community organizations, leaders, and stakeholders to provide additional resources, services, and support networks for them and their families.

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

- Bullard will provide professional learning for site leaders and teachers focused on African American and SPED-identified student groups.
    - We will also allocate additional resources available in a "menu of options" for the site team to access support areas of focus.
    - The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions, and outcomes.
- Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations), and Athletics to ensure traditionally underrepresented subgroups are proportional to our enrollment.
- We will utilize strategic groups on campus such as Black Student Union, A4, SPED case managers, Foster Youth Pivot team, and the Social-Emotional team to mentor and provide emotional support as we work with students who are members of significant subgroups in support of positive behavior to decrease suspension in these subgroups.

Action 2

Title: Chronic Absenteeism

Action Details:

Bullard High School will implement an attendance monitoring management and intervention system for students with less than 90% attendance rates.

Our goal is to significantly reduce chronic absenteeism at Bullard High School. To achieve this, we're implementing a comprehensive action plan aligned with the MTSS framework. At Tier 1, we're focusing on universal strategies like raising awareness about the importance of attendance, implementing attendance monitoring systems, and providing incentives for good attendance.

Moving to Tier 2, we're providing targeted interventions for students at risk of chronic absenteeism, such as personalized attendance plans, mentorship programs, and academic support. These interventions are tailored to address individual barriers and increase students' motivation and engagement in school.

At Tier 3, we offer intensive support services for students with persistent attendance challenges. These include counseling, family outreach, and collaboration with community agencies to address underlying issues like health concerns, transportation barriers, or family responsibilities.

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

Explain the Progress Monitoring and data used for this Action

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

- **Attendance Reports**
  - Daily reports of students with less than 90% attendance Daily logs of phone calls to parents and referrals to Home School Liaison for home visits
  - Bi-monthly meetings with students and families
  - ATLAS logs of Counselor and SEL meetings to identify barriers to attendance and provide services
  - ATLAS logs of Vice Principal meetings prior to SARB referrals
- **Coaches/Club Sponsors**
  - Will promote student participation in sports and clubs via personal conversations with students
  - Plan and coordinate enrichment activities and field trips
  - Enter Student Engagement Data for their respective club or sport in atlas
  - Roster and 4 events (club meetings count) will be entered for each club by 10/31 and 8 events by the first semester
  - Will promote activities in Music, Art, Drama, and athletic involvement opportunities via broadcast, website, school
  - CCD will work with the leadership team to promote activities with ALL groups on campus
- **SEL Team**
  - Meet with students that have chronic absences to determine support needed
  - Will work in collaboration with VP/Counselor teams and HSL to support students and families

Owner(s):

- VPs
- Academic Counselors
- SEL Team
- Attendance Clerks
- Coaches/Club Sponsors
- Home School Liaison
- CCD & Leadership Team
- Teachers

Timeline:

August 2024-June 2025

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

- Discussions between students and teachers regarding the importance of attendance
- Class meeting schedule to support stronger connection to school
- Counselor meetings to identify barriers to attendance and provide services
- Small group meetings led by REC teacher and Vice Principals targeting members of subgroups with high absences to address reasons for absences and discuss supports to improve attendance.

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

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

English Learner student population is performing at the lowest level in areas of attendance. 20% of our EL students are Chronic and 9.3% are severely chronic.

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

With Title I funds we plan to support our EL students by hiring a bilingual aide who can work directly with EL students and their families to address attendance barriers, provide support, and facilitate communication between home and school.

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

With 7090 or 7091 funds we plan to support our EL students by funding for workshops, seminars, and outreach programs specifically designed for EL parents and families. These programs can focus on the importance of regular attendance, navigating the education system, accessing resources, and addressing cultural or language barriers.

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

- Parent contact will be made in native language.
- Home School Liaison will engage in-home visits to Spanish-speaking homes.
- Communication home will be translated into students' home language as well as English.

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

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

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

Our Foster Youth student population is performing at the lowest level in areas of Chronic Absenteeism. 26% are Chronic, and 26.9% are severely chronic, putting them in the red.

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

With Title I funds we plan to support our Foster Youth students by providing tutoring, academic enrichment programs, and personalized interventions to help foster youth improve their academic performance and stay on track for graduation.

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

With 7090 or 7091 funds we plan to support our foster youth students by developing individualized transition plans for foster youth to ensure smooth transitions between schools, grade levels, or educational placements. Ensuring they all have school supplies and a backpack when they enroll.

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

- Bullard will provide professional learning for site leaders and teachers focused on African American and SPED-identified and foster youth student groups.
  - We will also allocate additional resources available in a "menu of options" for the site team to access to support areas of focus.
  - The supervisor will conduct monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Bullard will work to analyze student demographic data in our Visual and Performing Arts, Activities/Leadership (including student clubs and organizations), and Athletics to ensure traditionally under-represented subgroups are proportional to our enrollment.
- Bullard will continue to work with the A4 team, SPED case managers, Project Access Social Worker, and the REC teacher to ensure students feel engaged and connected, thus supporting students in maintaining positive attendance throughout the year.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL mileage	1,021.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000	Cannot use for translation of mandatory items (i.e. ELAC and IEPs)	90,127.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mileage	3,000.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			equipment maintenance	1,000.00

$95,148.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	74.37 %	77.1 %	2023-2024	78.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

· Staff Professional Learning regarding PLCs, common grading practices, common assignments/assessments, proficiency-based learning

· Dual Enrollment training and opportunities to pursue a master's degree, allowing the staff members to be the SCCCD faculty and teach the course.

· Supplemental Contracts and/or sub-release time for Professional Learning Community teams. Professional consultants and presenters are available

· District led professional learning tied to guaranteed Viable Curriculum

· Provide professional learning opportunities for school staff: district, site, and additional training around literacy, literacy, math, classroom management and SEL

· FUSD Teacher Academy Internship Program

· Mentor Teacher, stipend included, for new teachers clearing credential

· BOY Staff Bowling Trip

· Kindness Club socials for staff during the lunch time

· Fresno State Career Fair Teacher Recruitment

· FUSD Lateral Fairs Teach Recruitment

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

· Lack of GVC for Ethnic Studies Courses

· Maintaining the support of Race &Social Justice Course through PLC work with other Fresno Unified Campuses (funds for guest speakers and teacher preparation)

· Continue supporting the implementation of African American Studies Course through PLC work with other Fresno unified Campuses (funds for guest speakers and teacher preparation)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to a lack of curriculum and limited professional learning in Ethnic Studies courses, teachers have had to create their own curriculum and assessments. Plans to continue to support Ethnic Studies teachers will be continued through the 2024-25 school year.

Two CTE teachers did not start from the beginning of the school year. They started in September, and one of them is our business teacher, so the opening of the student store was prolonged until this second semester.

Our Yondr policy shifted, which seems to have created some structural issues. This year, we had to cover all the costs, unlike last year, when the district covered half.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

· We will continue to fund subs for release days and supplemental contracts so that teachers in the PLC can plan together.

· Staff professional learning around common planning and backward mapping by Bullard Instructional Coach.

· We will continue to allocate resources and support for current African American Studies and Ethnic Studies courses (PL Support, PLC with other high school teachers, funds for conferences/guest speakers)

· Continue Professional Learning around Cultural Proficiency and Cultural Responsive Teaching.

· 80% of our teaching staff will participate in a functional PLC that includes standardized data collection, note-taking, and CFAs that are collected in one place.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC would like to see more real world learning experiences offered at BHS. They would like high interest electives, field trips, internships and curriculum.

2 ELAC:

- Certificated Tutor(s) for Intervention Development
- Substitutes – trainings, planning, and professional development
- College Students to assist students (Teaching Fellows)
- Resource Counseling Assistant – Consideration of additional RCA to   target site needs
- Social Emotional Support
- Extended Learning - Sciences _____, English _____, Math_____.
- Students Incentives - Awards, special prizes, medals, certificates
- Field Trips and assemblies
- Bilingual Instructional Assistants
- Instructional Materials (books, paper, copy machines, etc.)

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

· Increase parent and student voice through structured and purposeful events

· Training on staff use of Parent Square

· Increased opportunities for staff gatherings/socials

Action 1

Title: Professional Learning Teams

Action Details:

Bullard will take the following actions to help increase recruitment and retention of our staff through our Professional Learning Teams: Emphasize the collaborative nature of professional learning teams where teachers work together to share best practices, discuss challenges, and support each other's growth. A collaborative environment is appealing to prospective teachers who value teamwork and collective problem-solving.

Professional Learning Communities:

- Professional Learning Communities (PLCs) will come together to share expertise, analyze data, and improve instructional practices to enhance student learning outcomes.
- Each Subject will have to a PLC with a PLC lead that will engage in the work through the PLC+ Playbook for Instructional Leaders.
- Identify key areas of focus for PLCs based on school goals, instructional priorities, and areas of improvement identified through data analysis.
- Establish clear roles, responsibilities, and expectations for PLC members, emphasizing collaboration, shared leadership, and collective responsibility for student success.
- Define each PLC's purpose and goals based on specific objectives related to student achievement, instructional effectiveness, curriculum alignment, assessment practices, and professional growth.
- Develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to guide PLC activities and outcomes and ensure alignment with school improvement plans and academic standards.

Professional Learning Series:

- Create a Professional Learning Series facilitated by Instructional Learning Community (ILT) members and expert teachers. This series will focus on best practices in instruction, assessment, and classroom management, incorporating culturally responsive teaching strategies.
- Utilize the expertise of ILT members and IABs (Instructional Advisory Boards) to lead professional learning sessions and workshops that address students' diverse needs and promote student success.
- Collaborate with ILT, PLC, CORE, and Department Leads to standardize grading practices and learning approaches, ensuring consistency and equity in assessment across all classrooms.

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

Explain the Progress Monitoring and data used for this Action

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

Professional Learning Communities:

- **Data Point:** Monitor progress towards SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and action plans developed by PLCs.
- Collect and analyze relevant data sources, including student achievement data, formative and summative assessments, classroom observations, and student feedback, to inform PLC discussions and decision-making processes.
- Use data analysis protocols and tools to identify trends, patterns, areas of strength, and areas needing improvement, guiding PLC conversations on instructional strategies and interventions.
- **Measurement Tools:**
  - Attendance records for each Professional Learning Series session, indicating staff engagement and interest
  - Observations and classroom walkthroughs by administrators or instructional coaches to evaluate

Owner(s):

- Principal
- VPs
- Lead Teachers
- Instructional Coach
- All Teachers
- Classified Management
- Classified Staff
- PLC Leads
- ILT Leads
- CCT Leads

Timeline:

2024-25 School Year

- Weekly
- Monthly
- Quarterly
- Biannually
- Yearly

the application of culturally responsive strategies in teaching practices.
- Review and update goal progress trackers, action plan timelines, and milestones achieved regularly to ensure alignment with PLC objectives and school improvement goals.
- CFA data analysis protocol

Professional Learning Series and Culturally Responsive Proficiency Development:

- **Data Points:**
    - Attendance and participation rates in Professional Learning Series sessions and culturally responsive professional
    - development workshops.
    - Pre- and post-training surveys or assessments measuring staff members' knowledge, understanding, and implementation of culturally responsive teaching strategies.
- **Measurement Tools:**
    - Attendance records for each Professional Learning Series session, indicating staff engagement and interest.
    - Surveys or assessments before and after training to assess changes in staff perceptions, attitudes, and practices related to cultural responsiveness.
    - Observations and classroom walkthroughs by administrators or instructional coaches to evaluate the application of culturally responsive strategies in teaching practices.

Travel Opportunities for Staff:

- **Data Points:**
    - Number of staff participating in conferences and educational events.
    - Feedback surveys or reflections from staff regarding their experiences, learning outcomes, and impact of travel opportunities.
- **Measurement Tools:**
    - Travel registration records and attendance logs for conferences, competitions, and events.
    - Post-travel surveys or reflections to gather qualitative data on the value, relevance, and effectiveness of the experiences gained from travel opportunities.

Campus Culture Team Support:

- **Data Points:**
    - Frequency and outcomes of Campus Culture Team meetings, including action plans, initiatives, and progress updates.
    - Staff and student feedback on the effectiveness of campus culture initiatives, relationship-building efforts, and support mechanisms.
- **Measurement Tools:**
    - Meeting minutes and documentation of Campus Culture Team discussions, decisions, and action items.
    - Surveys, focus groups, or feedback forms to gather input from staff and students on the impact of campus culture initiatives on their sense of belonging, engagement, and well-being.
    - Climate and Culture Survey

Utilize Campus Teams for Recruitment and Retention:

- **Data Points:**
    - Number of diverse candidates recruited and hired for open positions within the school.
    - Staff retention rates and turnover data, including reasons for staff departures or transitions.

- **Measurement Tools:**
  - Recruitment metrics tracking the sources of candidates, diversity metrics in applicant pools, and hiring outcomes.
  - Exit interviews or surveys with departing staff members to gather insights into factors influencing retention and opportunities for improvement.

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

New Teacher Supports:

- Instructional Coach: All new teachers have a coach who supports them on a weekly basis.
- Implement a new teacher community to support new teachers including professional development opportunities around classroom management, engagement, and assessments. Providing support in using district systems including ATLAS, grade books, Power BI, Class Connect for Class Meetings, etc.

Student Academics:

- Differentiated instruction based on results of assignments or assessments
- Lessons may include use of front loading strategies, re-engagement, re-teaching, or enrichment strategies Aligned curriculum that vertically articulated and assesses progress uniformly
- PLTs will develop common grading practices to increase equity
- ILT implement a Professional Learning Series utilizing ILT members and expect instructors to teach and develop each other.

Student-Centered and Real-World Learning:

- Specific planning to provide opportunities for real-world learning either through lessons or hands-on experiences
- Training and support for Dual Enrollment Instructors to expand Dual Enrollment opportunities

Student Engagement:

- Lesson design to include more disciplinary literacy and higher-level questioning to promote student thinking
- Coherency surrounding the expectations in regard to Bullard's school-wide learning outcomes
- Culturally consistent classrooms which foster engagement and support student-centered learning student bilingual mentors to push in to support in content areas (only if there is room in a student schedule to be a peer mentor)
- Professional learning opportunities through Solution Tree and other companies will be offered to assist teachers in developing quality lessons, CFA's, and RTI models
- Boomerang Project Training for Link Crew Team to increase Student Engagement and Learning around transitioning to high school

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

- Identify site-based interventions that align to the needs of struggling RFEP students to ensure academic success and stop potential academic regression
- Quarterly RFEP monitoring and teacher feedback by PLT
- Create PLT team to work with EL support teacher expand Pre-AP mentoring to include EL/RFEP students
- The Home School Liaison will work with students and parents to communicate services offered to connect and engage students on campus

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

- 9th Grade teachers to integrate strategies such as time management, note-taking, and/or organization
- Class Meeting Topics including Executive Functioning Skills and SEL proficiencies in grades 9-12
- BTSC Team will work with 9th-grade teachers to support transition to high school
- All teachers will develop literacy-based CFAs
- Plus teachers will support low performing students by providing small group instruction students and supporting grade-level teams with various needs
- SWD Co-Teachers will attend core content PLT meetings to gain further understanding of literacy skills and align curriculum and rigor
- Co-teachers will also be given opportunities for PL around literacy standards
- Home School Liaison to support students with attendance issues
- CWAS to support students meeting Tier 2 eligibility due to attendance, grades, behaviors
- Increase recruitment of African American teachers to provide support and mentorship for our African American students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)						
G4 - Increase recruitment and retention of staff reflecting the diversity of our community						
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Prep day for PLC Teams meeting	43,842.00

$43,842.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	75.13 %	79.2 %	2023-2024	80.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

On-going communication: To facilitate effective communication between the school and families, implement regular and diverse communication channels. These may include Edutext, School Messenger, report cards, the official website, social media (Twitter, Facebook, Instagram), and parent communication mailers (presort). This year, Let's Talk was added to our website to help parents submit their questions or concerns to our Admin team.

Home school liaison: This person will work with the school and parents to bridge the communication gap. Our home school liaison was given a budget, and for semester one, she held parent engagement sessions once a month. However, she took a promotion at the end of the semester and has not been replaced. We have had a sub in her position. She did four presentations to parents for family engagement in Spanish. The topics were as follows: BHS Stay Connected/Parent Square, safety/Vaping, Parent School involvement, and Attendance. She also did 35 home visits in the first semester while she was here.

Parent-Teacher Collaboration: Encourage regular communication and collaboration between parents and teachers to support student learning and well-being. Atlas Connect helped teachers reach parents quickly rather than getting an answering machine.

Materials and supplies: packets and mailers that can be sent to parents to help support communication, along with a Principal's Coffee Hour for parents to connect on campus. We did send out the mailer but did not successfully have the principal's coffee hour.

Back-to-School Night and Open House/Showcase: These events give parents opportunities to tour campus, meet teachers, view the utilized curriculum, and see examples of student work completed during the school year.

Parenting education opportunity: contracted vendor, ELAC, SSC, and daycare are provided. This year, we finally had 6-8 parents at our ELAC meetings. We Provided translation services, culturally relevant materials, and outreach efforts that reflect the cultural diversity of the school community.

Celebratory family/community events - student successes in academics, VAPA, athletic, and multicultural

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

Low-income African American and Latino families often face economic barriers that limit their ability to engage with their children's education. Factors such as limited access to transportation, lack of flexible work schedules, and financial constraints can hinder parent involvement in our school activities and events.

Language differences and cultural norms may create barriers to effective communication and engagement between schools and African American and Latino families. We may not always provide adequate support for non-English-speaking parents or fail to recognize and incorporate the cultural values and preferences of these communities into our engagement efforts. We have also had an influence on Punjabi students who do not speak English and do not have translators.

African American and Latino families may lack access to information about the importance of parent involvement in education and the resources available to support their engagement. This could be due to limited access to technology or internet connectivity, or a lack of awareness about available support services.

SPED students often require specialized support services and accommodations to succeed academically. However, resource inequities may result in inadequate access to these services. Limited access to special education teachers, therapists, and assistive technology can hinder SPED students' academic progress and parent engagement.

SPED students often have complex educational needs that require ongoing collaboration between parents, teachers, and support staff. However, communication barriers, limited resources, and hurdles within the special education system can hinder effective collaboration and parent engagement.

Foster students often experience frequent school transitions due to changes in placement or living arrangements. These disruptions can disrupt the continuity of education and hinder parent engagement efforts. Additionally, foster parents may face challenges in navigating the educational system and advocating for their children's needs, mainly if they are not provided with adequate support and resources.

events.

Foster students may lack stable and supportive family environments, which can impact their educational outcomes and parent engagement. Foster parents may face additional challenges in supporting their child's education due to limited resources, competing priorities, and lack of familiarity with the educational system.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We really wanted to hold different times that parents could come onto campus because we understand that some parents work in the mornings and some work in the evenings, but we did not implement Coffee hour without the principal or have different times parents could get involved. We also stated that on big events like back to school and open house, we would love to have parents come and we did allocate funds for food to be able to BBQ for families but again we did not execute that and instead brought in food trucks which for some one of parents buying food for their whole families is not affordable. Although we called and offered our parent engagement sessions, our turnout was super low. The most we had was about 5 parents; even though we communicated out and tried to pick topics that might be of interest to them, they were still not showing up.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We do have a desire to engage parents and create opportunities for involvement so for next year we will think about:

Flexible Timing: Parents have varying schedules, so we will continue to offer events at different times, such as mornings, evenings, and weekends. This accommodates those who work and those who may have other commitments during regular school hours.

Coffee Hour Without the Principal: While having the principal can be beneficial, we will also consider hosting some coffee hours or parent engagement sessions without the principal as well. This can create a more casual and intimate atmosphere where parents may feel more comfortable sharing their thoughts and concerns.

Diverse Topics: We will continue exploring a range of topics for your engagement sessions. We may consider surveying parents or asking for suggestions to identify what interests them most. Topics could include parenting tips, academic support for students, navigating the school system, and mental health resources.

Promotion and Communication: We will ensure that our communication about events is clear, consistent, and reaches all parents. We will utilize multiple channels, such as emails, social media, newsletters, and phone calls. We will highlight the benefits of attending, such as networking opportunities, learning new skills, and involvement in their child's education.

Incentives: We will consider offering incentives or rewards for parent attendance, such as raffle prizes, gift cards, or certificates of participation. This can encourage more parents to join and stay engaged.

Community Partnerships: Collaborate with community organizations, non-profits, or local businesses to enhance our events. They may provide resources, expertise, or additional incentives to attract parents.

Feedback and Evaluation: After each event, gather feedback from attending parents to understand their experience better. Ask what they liked, what could be improved, and what topics they'd like to see in future sessions. Use this feedback to refine your approach and make adjustments as needed.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

| 1 SSC - (Teacher/Staff, Parents, and Secondary Students). | 2 ELAC: | 3 Staff - (Credentialed Staff, Classified Staff, and Administrators): |

SSC would like to see more real world learning experiences offered at BHS. They would like high interest electives, field trips, internships and curriculum.

- Certificated Tutor(s) for Intervention Development
- Substitutes – trainings, planning, and professional development
- College Students to assist students (Teaching Fellows)
- Resource Counseling Assistant – Consideration of additional RCA to   target site needs
- Social Emotional Support
- Extended Learning - Sciences _____, English _____, Math_____.
- Students Incentives - Awards, special prizes, medals, certificates
- Field Trips and assemblies
- Bilingual Instructional Assistants
- Instructional Materials (books, paper, copy machines, etc.)

Teachers (58) who completed the SPSA survey would like to see more real world learning experiences offered at BHS. They would like high interest electives, additional CTE courses, field trips, internships, community service and curriculum focused on expanding student's exposure to post graduation skills and interests.

Action 1

Title: Family Engagement

Action Details:

To achieve our goal of creating a welcoming and engaging environment for our families at Bullard High School, we have developed a strategic plan that is specific, measurable, and aligned with our target of increasing the Climate and Culture Survey score to 80.3% in the family engagement domain.

Our actions will involve hosting regular family engagement events such as workshops, seminars, and informational sessions tailored to diverse family backgrounds and perspectives. These events will cover various topics identified through needs assessments, including academic support and socio-emotional well-being. Bullard is committed to inclusivity, diversity, and valuing family involvement in students' education. This approach aligns with Tier 1 of the MTSS framework, focusing on universal strategies to enhance family engagement while promoting cultural proficiency, culturally proficient practices, multicultural experiences, and social action within our school community, as outlined in the DEI (Diversity, Equity, and Inclusion) Framework.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

Monitor parent survey results and report parent concerns and complaints.

Principal:

- Send weekly communication through school messenger and parent emails- the principal can see who is receiving the school messengers.
- Utilize social media platforms to celebrate students and share necessary information with families- 3435 followers on @bhsknights55
- Use other communication platforms such as Thought Exchange, Remind, or Talking Points to increase communication with parents and families.

Customer Service Training for Classified Support Staff:

- The office manager can keep track through iacheive on the training her staff is engaging in.

Home School Liaison

- Assists with monitoring attendance.
- Monitors student progress and contacts parents
- Runs workshops for parent night.
- Hold weekly parent meetings to keep them informed.
- Use other communication platforms such as Thought Exchange, Remind, or Talking Points to increase communication with parents and families.
- **2023-2024**

  Home Visits: 35

  Contact made: 25

  Parent Sessions: 4

Parenting Education Workshops and Daycare

- With the help of parent university and creating a sign-in sheet, we can track the number of events/parents that show up.

Owner(s):

- Administration
- Counselors
- Home School Liaison
- VPs
- CTE
- Club Advisors
- Athletic Coaches
- VAPA Teachers

Timeline:

August 2024 - June 2025

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

Student Academics:

- We will provide learning opportunities for families on the use of email, atlas, Edu text, and Microsoft Teams so parents can better monitor student progress and increase communication with teachers and counselors

Student/Family Engagement:

- To increase student engagement, we will continue to communicate to families about various events through school messenger, Peach Jar, on our website and our social media platforms
- Parents will receive information regarding student involvement opportunities via Parent Square, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC
- Informational brochures will be available in the main office, all university offices, the College and Career Center and Library
- We will provide family engagement events that involve students and family (ex: family movie night, and Bullard Showcase)
- We will focus on special away events and provide parents with transportation to increase engagement.
- Create community events to increase parent involvement with BHS.

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

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

Increase in Parent/Guardian Engagement and Communication:

- Offer parent workshops, information sessions, and resources in multiple languages to engage and support parents/guardians of EL students in understanding the educational system, advocating for their children, and fostering a positive home-school partnership.
- Provide regular communication in parents' preferred languages through newsletters, phone calls, emails, parent-teacher conferences, and digital platforms to keep them informed about their children's progress, school activities, resources, and opportunities for involvement.
- Collaborate with community organizations, campus cultural director , interpreters, and bilingual staff to ensure effective communication and culturally responsive support for EL students and their families.

Students with Disabilities (SWD):

- **Increased Parent/Guardian Engagement:** Collaborate with special education teachers, counselors, and support staff to engage parents/guardians in the IEP process, provide resources and support workshops, and foster a partnership in advocating for SWD's academic and social-emotional needs.

Economically Disadvantaged Students:

- **Increased Parent/Guardian Engagement:** To involve parents/guardians in their children's educational journey and future aspirations, offer family support services, workshops on financial literacy, college planning, and academic success strategies, and establish open communication channels.

English Learner (EL) Students:

- **Increase in Parent/Guardian Engagement and Communication:**
  - Offer parent workshops, information sessions, and resources in multiple languages to engage and support parents/guardians of EL students in understanding the educational system, advocating for their children, and fostering a positive home-school partnership.
  - Provide regular communication in parents' preferred languages through newsletters, phone calls, emails, parent-teacher conferences, and digital platforms to keep them informed about their children's progress, school activities, resources, and opportunities for involvement.
  - Collaborate with community organizations, campus cultural director , interpreters, and bilingual staff to ensure effective communication and culturally responsive support for EL students and their families.

African-American Students:

Increased Parent/Guardian Engagement

- Collaborate with African American parent/guardian groups, community organizations, and cultural liaisons to create partnerships and initiatives that support student success, advocacy, and empowerment.
- Organize workshops, seminars, and informational sessions on topics such as academic support, college preparation, financial literacy, and parenting strategies to engage and empower parents/guardians in their children's education.
- Utilize culturally sensitive communication methods, outreach efforts, and inclusive platforms to ensure that African American families are informed, involved, and connected with school resources, events, and opportunities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Direct-Graph			postcards, invites, posters, certificates	10,000.00
G5A1	Sup & Conc	Instruction	Direct-Food			Catering for Evening Events for Parents	10,404.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for Family Engagement	20,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime - Family Engagement Support	994.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Campus Safety Asst. - Support Overtime	2,485.00

$43,883.00

05/02/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0055 Bullard High School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies - No Food or Incentives	2,629.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation - ELF Tutors	68,811.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Johnathan Vivian #1076614	13,598.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Louis Franklin #1085517	14,523.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Ian Lynch #1065036	14,523.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Pay	39,428.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental pay for Aides	4,137.00
G1A1	Sup & Conc	Instruction	Mat & Supp			material and supplies	136,413.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PD and conference	60,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH Printer	28,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : prof/consulting Service	13,130.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			HSL Sub	1,070.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	1.0000	Full time Para Bilingual- Punjabi	72,355.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,356.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,375.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL Students	25,645.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Teacher Prep Buyout for Math teacher for extra support	13,598.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Books and Other reference materials	8,493.00
G2A1	Sup & Conc	Instruction	Direct-Maint			tech maintenance	10,000.00
G2A3	Sup & Conc	Instruction	Direct Trans			transportation for students and field trips	14,500.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL mileage	1,021.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000	Cannot use for translation of mandatory items (i.e. ELAC and IEPs)	90,127.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mileage	3,000.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			equipment maintenance	1,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Prep day for PLC Teams meeting	43,842.00
G5A1	Sup & Conc	Instruction	Direct-Graph			postcards, invites, posters, certificates	10,000.00
G5A1	Sup & Conc	Instruction	Direct-Food			Catering for Evening Events for Parents	10,404.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for Family Engagement	20,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime - Family Engagement Support	994.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Campus Safety Asst. - Support Overtime	2,485.00

$769,457.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$191,081.00
Sup & Conc	7090	$527,000.00
LCFF: EL	7091	$51,376.00
Grand Total		**$769,457.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$553,591.00
G2 - Expand student-centered and real-world learning experiences	$32,993.00
G3 - Increase student engagement in their school and community	$95,148.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$43,842.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$43,883.00
Grand Total	**$769,457.00**

05/02/2024