

Bullard High

10621661030279

Principal's Name: Armen Torigian

Principal's Signature:

A handwritten signature in black ink, appearing to read "Armen Torigian", with a large, stylized flourish at the end.

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

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

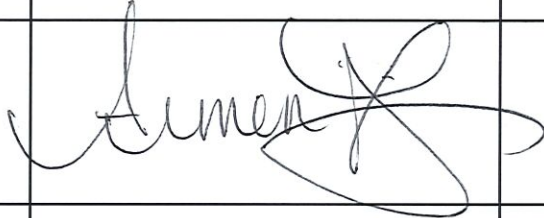

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Armen Torigian	X				
2. Chairperson -Steven Fisher		X			
3.Teri Helton			X		
4. Whitney Godfirnon			X		
5. Korrie Gallardo			X		
6. Amanda Alameda				X	
7. Elisha Henderson				X	
8. Erin Dye				X	
9.Diana Haskins				X	
10. Jeanne Perez				X	
11. Chelsea Geraci		X			
12. Heather Ramos		X			
13. Mandy Foss		X			
14. Jenniffer Sanders		X			
15. Peter Chaney		X			

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>3/14/2022</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Armen Torigian		4/7/22
SSC Chairperson	Steven Fisher		4/7/22

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

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

FY 2022/23

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	\$188,042
7090	LCFF Supplemental & Concentration	\$467,568
7091	LCFF for English Learners	\$39,168
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$152,800</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$847,578

* 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	\$60,848
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$127,194</u>
	Total Title I Allocation	\$188,042

Bullard High 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			10 %	2020-2021	20.1 %
i-Ready ELA D2 proficiency- percentage of students on/above	✓		25.52 %	2021-2022	33.62 %
i-Ready Math D2 proficiency- percentage of students on/above	✓		19.09 %	2021-2022	30.19 %
Passed all semester 1 courses with C- grade or better			48.32 %	2021-2022	65.42 %

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.

ELPAC - percentage of students who scored 4

We are continuously working on increasing the reclassification rates of our EL students. Below are the actions that we have been doing and will continue implementing:

- Conduct ELPAC chats to inform EL students about the test and what they can do to get a score of 4
- Inform parents of ELPAC test during ELAC meeting
- Coffee hour with parents to connect and collaborate around best supports for their students
- Plus teacher, who supports the Test Site Coordinator/VP with testing and communication
- External Assessors to support with the Speaking domain of the ELPAC

Passed all semester 1 courses with C- grade or better

- The After School Program has been adjusted to not only after school we now offer tutoring during 1st and 2nd period. We work with our athletic PE classes and help with students that are failing.
- Algebra Restart to provide opportunities for students who failed Algebra 1 during first semester to recover credits through Edgenuity self paced online program
- Discussions in PLCs to provide interventions for students that have not mastered the learning on Unit Exams
- PLCs use CFAs to analyze student learning and share best practices for intervention

i-Ready ELA D2 proficiency- percentage of students on/above

- Currently all 9th and 10th grade ELA teachers are administering the Diagnostic a minimum of two times' year (Pre/Post)
- ELA teachers have incorporated independent reading on a consistent basis
- ELA PLCs are meeting once a week on late start to plan instructional sequences and implement the Common Formative Assessment Cycle where teachers engage in data analysis to determine next instructional steps and which students need further support or enrichment.
- ELA PLCs Leads meet twice a month on our Instructional Lead Team where all the leads of each department come together to share best practice and how we can improve instruction as a whole system.
- Some teachers are using Turn-it-in.com to collect written assignments. The program allows for teachers to check students work against plagiarism and an online forum to provide feedback.
- ELA PLCs use OneNote to store all PLC notes and progress.

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

ELPAC - percentage of students who scored 4

- ELPAC testing is difficult without the external assessors testing the students. We have 130 students that we need to test.
- Teachers are asked to do the training but state it takes 12-20 hours and would like to get compensated for their time.
- This year our Plus teacher that was assigned to oversee testing was placed in the classroom for a teacher that was going to be out all year. That put a strain on the VP because she now had to do the ELPAC chats, organize testing, send passes out, and build a team around her.

Passed all semester 1 courses with C- grade or better

- We do not have a built in intervention for students that are not learning the content.
- We have a high percentage of our EL students and Sped students that are receiving at least one D or F

i-Ready ELA D2 proficiency- percentage of students on/above

- Teachers have noticed that students are rushing to complete i-ready and often have to reset the test for the students.
- Teachers need more time to complete the test.
- Teachers offer make up days to complete the test and students still do not complete it.
- We conscientiously built the master schedule to ensure all of our ELA III teachers are able to ensure fidelity across their PLC, such as CFAs, data analysis, and response to student results
- All ELA III teachers have attended Solution Tree PLC at Work training.

i-Ready Math D2 proficiency- percentage of students on/above

- i-Ready Diagnostic 2 window is after Thanksgiving break and before the finals. Due to the need to follow district's pacing and review for finals, many math teachers are unable to administer i-Ready in the given window, thus creating inaccuracies in overall performance data
- Low performing students, i.e. a 10th grade student who scores 2nd grade level, often get discouraged with their performance and stop putting effort in their math classes
- Students do not take the test seriously by rushing or guessing on problems which creates inaccuracies in the obtained data
- Due to limited PLC meeting time teachers are not able to analyze i-Ready data and collaboratively design opportunities for students to improve
- Algebra Restart creates inequities for our low performing students, because they are unable to take Algebra 1B as a semester long course with a teacher, and their only options are Edgenuity, an on-line self-paced program

- ELA had two Plus teachers- one helps reduce class sizes and the other is out of the classroom but helps with intervention.
- ELA PLCs were given planning hours and met over the summer to plan the first unit

i-Ready Math D2 proficiency- percentage of students on/above

- Currently all Algebra 1 and Geometry teachers are administering the i-Ready Diagnostic three times a year
- Math teachers meet regularly in Professional Learning Community Teams to collaborate on assessments, best teaching practices, and alignment of math skills.
- Math PLC leads attend bi-weekly Instructional Leadership Teams' meetings where all the leads of each department come together to share best practice and how we can improve instruction as a whole system.
- District's scope and sequence is used to ensure students receive standard's based instruction.
- Math PLCs use One-Note and Teams to have a common place for pacing calendar, CFAs, and PLC progress

- Students in our SDC classes have difficulty scoring well and once they are placed in lower level category on the test. It is difficult for them to recover, thus losing motivation.

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 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.
- We will continue to provide funding for our African American Academic Acceleration (A4) mentor to support and monitor progress of our African American 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.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- We will budget for professional development and conferences.
- We will budget for planning hours for our ELA and Math PLCs
- We will be aligning professional learning with all staff to ensure that we are addressing the social-emotional learning competencies, culturally relevant teaching strategies, disciplinary literacy, instructional practice guide, multi-tiered systems of supports as we increase academic achievement for all students with a special focus on SPED, African American, and Social Economically Disadvantaged students.
- Purchase materials for classes as we expand our offerings in current and new courses in CTE, Gen Ed, SPED VAPA-Guitar and curriculum, Arts Curriculum, AP courses, Ethnic Studies
- Increase Technology purchases to support online GVC for MATH (Big Ideas) IABs and ELA (Springboard), ELPAC testing, Yearbook, Journalism, VAPA
- Fund 1.0 FTE Home School Liaison to work with families of at-risk students in the areas of attendance, achievement, and behavior
- We will continue to fund peer tutors in the areas of math, science, ela, world languages
- We will continue to provide funds to support parent involvement through education and provide child care.
- Continued use of parent support consultant for our Spanish speaking families
- Subs for planning days for teachers to increase opportunities for PLC work
- We will also utilize online applications such as but not limited to nearpod, Edpuzzle, and Turnitin.com to support academic success.

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

1 SSC:

- Tutorials (remediation)
- Technology Student incentives
- More celebration of academic success (Academic Awards)
- Families need continued messaging and support. (ELAC/Coffee Hour meetings)
- Make classes more engaging and relevant so students can relate to College and Career Readiness).
- Involve students in the planning and implementation process.

2 ELAC:

ELAC wanted to continue many of the same supports and would like to implement a reading lab for our EI students.

3 Staff:

- Technology Professional learning opportunities
- Tutorial improvements
- More support staff (BIAs, paraprofessionals)
- Cross-curricular instruction
- Explicit teaching of college-ready skills/habits
- Project-based learning
- Support for data analysis
- More analysis of ready questions; incorporate into regular assessment practices
- Message the importance and value of pushing to take more challenging courses
- Continue to develop pathways that ensure rigor and student ownership

Action 1

Title: Proficiency in Literacy

Action Details:

Bullard will start to focus on providing effective literacy instruction across disciplines including in all content areas, electives, and CTE courses with strategies in inclusive literacy practice. Increasing literacy instruction will be accomplished through the development of a school-wide Literacy Plan that will be developed by PLC/ILT leads. Classroom learning experience rests on student language capacity whether it is listening to directions, reading a passage, writing a passage or discussing a point of view. PLC/ILT will work on common writing strategies identified by each content area and CTE courses and electives courses.

Bullard will continue to provide site and region teachers/staff with monthly professional learning aligned to high-quality instructional strategies and effective PLC implementation. Professional development, **MTSS implementation**, Academic Discourse, and Culturally Responsive Teaching. Teacher PLC teams will focus on analyzing student data from common assessments to aligned focus standards and will be trained in IAB resources. Teacher teams will respond to student needs based on the analysis of the results, ensuring RTI structures are in place for re-teaching during the school day. We will continue our PLI work with Education Elements as we pivot toward blended learning that utilizes classroom technology, including tablets, to enhance student achievement and differentiate instruction based on the assessed learning needs of each student. Bullard teachers will disaggregate iReady assessment data throughout the school year to examine SWD, African American, and SED (Socially-Economically Disadvantaged) student sub-group achievement. We will also continue to implement a comprehensive after-school program designed to support students struggling in academics through the use of subject area credentialed teacher tutors, mild-moderate credentialed teacher tutors, peer tutors, outside tutoring services that provide on/off-campus tutoring, and athletic tutorial programs Each PLC will maintain an online notebook (OneNote) containing all relevant data that captures student growth and mastery of concepts (i.e. PLC generated, district benchmarks, **ELA/SCIENCE/HISTORY GVC**, and IAB's) that align with the rigor of CCSS. Teacher teams will respond to student needs based on the analysis of the results, ensuring RTI structures are in place for re-teaching during the school day.

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 21/22 ELA-EAP/CAASPP results in the fall of 2022
- Review of iReady results in October 2022 and February 2023
- 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 assessments scores of African American and Latino students in order 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 2022-23 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 slowly begin to 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

Timeline:

August 2022-March 2023

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 ensures we are implementing our GVC with fidelity
- Department/PLC goals will include targeted intervention during 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
- We will continue with our participation in the PLI initiative as we design and implement an instructional approach to personalized learning in the classroom
- We will utilize technology including hardware/software and online providers such as Turnitin.com and Springboard to enhance teacher feedback to students with respect to their writing

Specify enhanced services for EL students:

- 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

Specify enhanced services for low-performing student groups:

- 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
- 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 at Bullard will be assessed and have access to an iReady 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 ELA content PLC meetings to gain further understanding of ELA concepts and align rigor

- 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.

- 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 to implement co-teaching in ELA courses in order to ensure SPED students have supports, 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 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

Action 2

Title: Proficiency in Mathematics

Action Details:

There are three testing windows for i-Ready diagnostic, and this year Algebra 1 and Geometry are administering the Math Diagnostic tests. Our goal for the 2021-2022 school year was to have an increase of 10% of those students on grade level from Diagnostic 1 to Diagnostic 3 on the iReady Math portion of the exam.

Bullard will continue to provide site and region teachers/staff with monthly professional learning aligned to high-quality instructional strategies and effective PLC implementation. Professional development, MTSS implementation, Academic Discourse, and Culturally Responsive Teaching. Teacher PLC teams will focus on analyzing student data from common assessment to aligned focus standards and will be trained in IAB resources. Each PLC will maintain an online notebook (OneNote) containing all relevant data that captures student growth and mastery of concepts (i.e. PLC generated, district benchmarks, Math GVC, and IAB's) that align to the rigor of CCSS. Teacher teams will respond to student needs based on the analysis of the results, ensuring RTI structures are in place for re-teaching during the school day. We will continue our PLI work with Education Elements as we pivot toward blended learning that utilizes classroom technology, including tablets, to enhance student achievement and differentiate instruction based on the assessed learning needs of each student. Bullard teachers will disaggregate iReady assessment data throughout the school year to examine SWD, African American, and SED (Socially-Economically Disadvantaged) student sub-group achievement. We will also continue to implement a comprehensive after-school program designed to support students struggling in academics through the use of subject area credentialed teacher tutors, mild-moderate credentialed teacher tutors, peer tutors, outside tutoring services that provide on/off-campus tutoring, and athletic tutorial programs. Bullard will utilize the Home-School Liaison, Student Support Center, and Re-Engagement Center, along with the 5-Star program to monitor and address tardies and poor attendance. We will also continue to fund a TSA to assist in triaging our low-performing subgroups using SEL attendance, support, and academics, and creating plans/interventions to help improve achievement. Bullard will provide substitutes for certificated staff to meet in their PLCs to improve scores on iReady/CAASPP and help provide teacher proctors for exams. We will also work to utilize online software (such as Big Ideas and Kahn Academy), new technology, and work with PLI to support our student computer model. Lastly, we will continue our Math Restart program for students that fall their first semester of math and fund more teachers to provide more opportunities to stay on track or catch up in Math.

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 21/22 Math-EAP/CAASPP results in the Fall of 2022
- Review of iReady results in October 2022 and February 2023
- 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 assessments scores of African American and Latino students in order 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 2022-2023 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 slowly begin to 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
- TSA, PLUS, Instructional Coach, and Home School Liaison will help identify and contact students and their parent/guardians that need more support

Owner(s):

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

Timeline:

August 2022-June 2023

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
- We will continue with our participation in the PLI initiative as we design and implement an instructional approach to personalized learning in the classroom
- We will utilize technology including hardware/software and online providers such as Turnitin.com and Big Ideas to enhance teacher feedback to students with respect to their writing

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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 small-group instruction
 - 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 3.5-hour position to support ELD students in mathematics classes
 - Use of parenting classes for our Spanish speaking parents to aid in supporting their students in school
 - Professional learning to support math teachers with ELD integration
- 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 an iReady 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
 - 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

Action 3

Title: Chronic Absenteeism

[Action Details:](#)

To support students becoming career and college ready Bullard HS will reduce the percentage of students with chronic absenteeism while increasing overall site ADA. The school will create and maintain a comprehensive support structure for attendance and academic counseling with a foundation in the sites T-Teams with support of the site's SEL Team and augmented by district initiatives and supports with the intent to increase the number of students who retain greater than 90% attendance, reduce the number of students identified as chronically absent (an attendance rate of less than 90%), and will increase the percentage of students who are no longer chronically absent.

The Social-Emotional Team consisting of the Clinical School Social Worker, School Psychologist, Resource Counseling Assistant, and administration will meet once a month and will identify students that are receiving and/or are in need of receiving additional services based on the aforementioned attendance criteria. A systematic, yet confidential notification of data will be provided to staff. In addition, the site's AD will communicate with attendance personnel to ensure that students absent due to sports and school-related events are coded correctly along with social-emotional support counseling through our Social Emotional Support team will reduce the percentage of students who are chronically absent.

All students will receive messages from teachers through course syllabi and support staff in the way of School Messenger regarding the importance of attendance and the correlation to grades and overall success. Recorded messages will go to the parents of any student absent from class during the day.

The Home School Liaison will make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance. If attendance does not improve, the Home School Liaison will make a referral for parents to meet with their student's counselor in an effort to identify barriers to attendance and provide any services necessary to improve attendance.

Monthly attendance meetings with the parents of students who have been truant through T-Teams will be held. Parents who are unable to utilize provided resources and services to improve attendance will be referred by Vice Principals to the FUSD Department of Prevention and Intervention (DPI) for possible School Attendance Review Board (SARB) proceedings.

Incentives will be offered for high attendance percentage monthly and by semester. These incentives will be supported by class meetings that foster stronger connections to school and message incentives in order to improve/encourage positive attendance with the goal that by June 2023 the percentage of students who have an attendance rate of less than 90% will decrease from 10% to 8%.

Parent contacts will be made in the native language of the home while other communications to the home will be translated into students' home language as well as delivered in English.

Work through Special Education case managers to monitor SpEd student attendance. Home School Liaison will monitor EL students' attendance and maintain contact with parents. We will also continue to utilize our Student Support Center TSA to assist in triaging our students (especially high area of need subgroups) using SEL attendance, support, and academics, and creating plans/interventions to help improve attendance. Bullard will provide classified staff such as attendance with overtime pay in order to ensure that they can provide support in contacting students and parents that are chronically absent. VP/Academic Triangulation teams will also work with SEL team and student support center to monitor chronically absent students.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

- **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
- **SE Team**
 - Meet with students that have chronic absences to determine the support needed
 - Will work in collaboration with VP/Counselor Triangulation teams and HSL to support students and families

Owner(s):

- Triangulation Teams
 - VPs
 - Academic Counselors
- SE Team
- Attendance Clerks
- Home School Liaison - Kenthia Toscano

Timeline:

August 2022-June 2023

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:

- Awards and incentives to recognize student achievement
- Identify site-based interventions that align to the needs of struggling RFEP students to ensure academic success and stop potential academic regression
- Provide training and ongoing support for the teachers and interventionists who provide the small-group instruction
- Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and 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

Specify enhanced services for low-performing student groups:

- 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
- 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

Action 4

Title: Comprehensive Academic Student Support

Action Details:

Bullard High School will provide a comprehensive academic support program for students of all grade levels to increase the percentage of all students earning C's or better in all classes which will improve graduation rates. To improve our graduation rate, Bullard High will work to build an inclusive community where students feel connected. Bullard will continue to identify, implement, and document strategic social-emotional supports and academic supports for students who demonstrate at-risk behaviors. An African American Academic Acceleration (A4) Progress Monitor will provide additional SEL and academic supports for our African American students. Additional opportunities for credit recovery will be provided throughout the year including after school and during holiday breaks. To support students with the organization and management of their academics, each student will be provided a student planner. Tutorials will be announced and promoted via the school website, Peach jar fliers/newsletter, social media, Knight Watch Broadcast, and school messenger announcements. We will utilize our AP and CTE coordinators to help recruit and maintain students from all of our demographics, including African American students, SWD, and SED students. Bullard will continue to offer incentives for students to take AP classes, take the AP test, and pass the AP test. Identify borderline LTEL students who are Early Advanced or Advanced on the ELPAC and engage those students in chats. These chats will support student's reflection of their current individual progress on assessments and progress towards redesignation. We will also utilize the site ELAC parent meeting and Principal Coffee Hours to message student data and goals in an effort to engage parents in discussions around redesignation. Admin will also strategically work to ensure that teachers are also aware of borderline LTEL students. Bullard will also continue to finance Barney Zapata to help provide support to parents and students of EL learners. We will provide incentives (i.e. certificates, celebratory luncheon) for students who obtain redesignation status. Bullard will continue to invest in technology and supplementary materials that support language acquisition for EL students in the ELD course as well as core subject areas. We will also fund subs and assessors to help proctor the ELPAC exam. Lastly, Bullard will also focus on our D and F rates and work on reducing the number, while providing more opportunities to stay on A-G track. We will also continue to celebrate students who excel academically and achieve academic honors. Bullard will continue to provide contracts to offer senior college essay workshops and supports such as SAT prep. Bullard will continue to provide subs for the CORE conferences that our CORE team for freshman intervention will need to attend to continue their work supporting freshman transition and at risk students. We will continue to work with our TSA in the Student Support Center to assist in triaging our low-performing subgroups using SEL attendance, behavior support, and academics, and creating plans interventions to help improve achievement. We will also work with our interactive tutors, counseling team, REC center teacher, instructional coach, and teachers to provide more Grade Improvement Opportunities, whether it be by funding more tutoring hours or providing supplemental contracts to teachers. Bullard will also fund additional materials and supplies to assist students in improving their grades including 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](#)

AP Specific

- Monitor AP course pre-registration data for Fall 2022
- Ongoing monitoring of enrollment in January of 2022 and test registration totals in March 2022
- Make use of 5-Star software to monitor student attendance at provided AP study sessions and after-school tutorials.
- Monitor AP exam pass rate in the Fall of 2022
- Work with site AP Coordinators to monitor the progress of AP PLC as it works through PLC foundations
- VP and AP Coordinator will walk classrooms and provide feedback

EL Specific

- Use of EL re-designation report to access individual student data in August
- Access Interim Assessment scores after each administration and use results as part of conferences

D & F Rate/A-G Track Specific

- Ongoing grade monitoring per progress report and quarter grading, including grade distribution by course and teacher
- Keeping track of attendance at events that provide information and supports for student success
- Triangulation teams working with data collected from interact tutor-student caseload sessions

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

- **AP**
 - Teachers will attend professional development through College Board (summer, 1 day workshop)
 - AP teachers will each offer study sessions outside of the school day
 - AP coordinators will recruit AP ambassadors and offer peer tutoring to struggling students weekly
- **EL**
 - Admin will engage borderline LTEL student in individual chats prior to test administration
 - Beginning and Intermediate ELD courses will be provided
 - Use of bilingual instructional aide to support in the designated EL core classrooms
- **D & F Rate/A-G Track Specific**
 - After school tutoring by peers, teachers and outside tutoring services that provide on campus tutoring
 - Teacher and outside tutoring services will provide lunch tutoring
 - Incentives
 - Based on Attendance, iReady Scores and grades
 - Student of the Month recognizing student achievement/improvement
 - Student planners will be provided to improve academic organization
 - 9th grade academic support team (CORE, Interact, Tier 2, REC, Academic Counselors, SES) and resources

[Specify enhanced services for EL students:](#)

- Encouraging native Spanish speakers to enroll in AP Spanish Language and Literature courses as well as other appropriate AP courses and take the corresponding exams
- Admin will engage borderline LTEL students in chat conversations for the purpose of redesignation goal setting tied to individual performance on the ELPAC assessment and other qualifying assessments
- Conversations will include strategies for success in the classroom and information on available tutorial/assistance
- Bullard will also ensure that teachers are aware of the ELD literacy standards and ensure that they are incorporating them into core classes to support the language development in all classes
- Training will be provided to teachers on using the EL Redesignation Goal-Setting Report
- Provide integrated and designated instruction in their core classes
-

Owner(s):

- Triangulation Teams
 - VPs
 - Academic Counselors
- Head Counselor -
- CTE Coordinator -
- AP Coordinator -
- Home School Liaison
- Instructional Coach
- EL ELA Teacher
- EL Consultant
- Bilingual Para
- Interact Tutors
- Re-Engagement Center -

Timeline:

AP - August 2022-May 2022

EL Specific

- October 2021 & January 2022 & March 2022 (iReady)
- April 2021 (SBAC)
- PSAT

D & F Rate/A-G Track Specific

- Quarter/Semester Grades
- Monthly Attendance Reports
- Transcripts

[Specify enhanced services for low-performing student groups:](#)

- Bullard will provide professional learning for site leaders and teachers focused on African American, SPED, and EL 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
- 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 at Bullard will be assessed and have access to an iReady account
- We will also continue to provide professional learning opportunities that increase student achievement through culturally responsive teaching
- Case managers will enter data into atlas regarding meetings with students/parents during case management periods
- SPED case manager will monitor the academic progress of SPED students and provide instructional strategies to support instruction in core content areas
- Bullard will make a concerted effort to message AP potential to SPED, African American, Hispanic and Foster Youth through the pre-reg process that includes classroom visits by counselors/teachers/AP student ambassadors, feeder school visits (for incoming frosh students), and one-on-one updraft conversations during pre-reg with academic counselors and AP Coordinators
- Bullard will create teacher supplemental contracts that support quarterly AP teacher Accountable Community work outside the school day
- We will ensure that our teachers have access to professional learning that is research-based in best strategies for EL students and core content
- We will continue to site fund a classroom push-in bilingual assistant to support EL learners in the general education classroom
- EL students will also have access to an EL credentialed teacher within the after school and lunch tutorial program
- Bullard will continue to invest in technology, software, and supplementary materials that support language acquisition for EL students in the ELD course as well as core subject areas
- 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

- Bullard will provide African American, SPED, and Foster homeless youth with exposure to private and public universities and colleges.
- Bullard will continue to support incoming low performing/low SES students by providing transportation to summer bridge program

2022-2023 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	Nc-Equipment			: Technology for core subjects. Also supports G1A2.	15,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			TBD - Speakers for Professional Development	50,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF	25,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs	72,323.00
G1A1	Sup & Conc	Instruction	Equip Lease			: RICOH Printer	28,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,571.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies for our EL Classes	19,487.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute teachers to support our PL	60,269.00
G1A1	One-time School	Instruction	Bks & Ref			: Books, magazine subscriptions, software subscriptions	7,531.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : ELF	25,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology for core subjects. Also supports G1A1.	18,645.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	1.0000	home school liaison - Cannot use for translation of mandatory items (i.e., ELAC & IEP)	72,910.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.8000	extra period pay for certificated	103,676.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated Staff	17,332.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Edgenuity, site licenses	10,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			materials & supplies	78,641.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	bilingual para	14,110.00

\$623,495.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared			37.78 %	2018-2019	45.88 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		64.73 %	2021-2022	70.83 %
Graduation Rate	✓		94.02 %	2020-2021	97.12 %

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.

Preparedness

As of 2018-2019, 37.78% of students were measuring prepared. Due to the COVID-19 pandemic, more recent data was not obtained.

CTE/Linked Learning

CTE Course Enrollment slightly decrease from 2020-21: 42.1% to 2021-22: 40.7%

- Pathway coordinator monitors success and completion of project-based learning and staff implementation of content.
- Pathway coordinator monitors D/F rate by collaborating with counselors to run reports of students who are off-track or struggling in their classes.
- Pathway coordinator and teachers work together to provide meaningful work-based learning opportunities for all CTE students.
- Addition of Teacher Academy CTE Pathway

Dual Enrollment

- Bullard is increasing Dual Enrollment and CTE opportunities school-wide.
- In 2022-23, HBCU dual enrollment cohort will begin giving more students the ability to earn college credits in dual enrollment courses.
- FUSD offered ELA teachers an opportunity to earn a master's degree qualifying them to teach Dual Enrollment courses at BHS. 2 teachers will be completing this Spring.

Increasing Real-World Experiences

According to the results of the Climate & Culture survey in 2022-2022, 64.73% of those measured scored student-centered/real-world experiences as favorable.

Student Conferences/Training

- UCSF Healthcoorps: students meet 5-6 times a year and meet with UCSF professionals to identify health issues within the community
- Stanford Diabetes Youth Educator
- Open Doors to Federal Courts: students meet with Judges/attorneys at the local/federal district court
- Guest speakers & mock interviews

Student Internships/Experiences

BHS increased student certification completions from 0 completions in 2019-20 to 600 students completing a certification in 2020-21.

In 2019-20 fifteen BHS students participated in an Internship and in 2020-21 twenty-five participated.

- Student-produced weekly news magazine show, "Knight Watch"
- Student store run through the Business Pathway
- Sports Medicine Interns
- Davis Law Group - Law Pathway Internship
- Robotics Competitive teams
- Career-skills challenge

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

CA dashboard has been paused so data is only available from 2019.

COVID 19 has drastically affected the opportunities for students to participate in real-world experiences including field trips, programs, and internships.

Students with Disabilities

3.2% of our Students with Disabilities are categorized as "prepared" on the CA dashboard. This data is from 2019 so it is difficult to measure growth with no data from 2020 or 2021 but never the less shows a need for Students with Disabilities at BHS to have access to CTE, Dual Enrollment, and Real-World Experiences.

In 2020-21 50 RSP students and 12 SC students participated in at least one BHS CTE program, 2021-22 85 RSP students and 20 SDC students participated in at least one BHS CTE program with a 1% increase in enrollment. In 2021-22 we have approximately 8% of our students in Special Education and approximately 4% of the BHS CTE pathway is populated with students in the Special Education program.

SpEd requirements and Linked Learning pathways not meshing with Co-Teaching or SDC courses impact students' schedules. Increasing access and flexibility in scheduling increases students taking CTE courses.

Other Sub Groups

20% of 2019 BHS graduates who are African American are categorized as "prepared". There has been minimal recruitment of Bullard's African American students into CTE programs.

30.2% of 2019 BHS Graduated who are Socioeconomically Disadvantaged are categorized as "prepared". There has been minimal recruitment of Bullard's socioeconomically disadvantaged students into CTE programs.

- NAF Future Ready Scholars - Biomedicine Pathway internship
- Addition of certification opportunities for BHS students

Bullard students will have more opportunities to participate in student-centered/real-world experiences by adding a TSA to increase internship opportunities for students in the community.

Graduation Rate

Works based learning, CTE courses, and internships in the community all impact graduation rates.

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).

Classes and experiences were restricted due to COVID 19 protocols. Reduction of off-site speakers, providers, vendors, field trips, and availability of programs impacted student opportunities.

COVID 19 and virtual learning increased Fs and the need for students to fill their time and schedules with Credit Recovery.

Recruitment for programs was limited to online and affected enrollment.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will return to pre-COVID19 requirements for off-site speakers, providers, vendors, field trips, internships and recruitment.

CTE coordinator has leveraged some online opportunities such as guest speakers and mock interviews not usually available to our BHS students.

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

1 SSC:

- Use of after-school experiences and advisory committee to promote CTE and Linked Learning
- Build more intentional linking of curriculum across all pathway classes to improve vertical articulation
- Increase amount of hands-on learning opportunities

2 ELAC:

, ELAC wanted to continue many of the same supports

3 Staff:

- Continue campus visits, job shadowing, dual enrollment, internships, guest speakers, career fair
- Need support for working with interdisciplinary connections in pathways when PLCs and curriculum call for course consistency
- Opportunities for industry certifications not dependent on college enrollment; direct lines to post-secondary job training programs

Action 1

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 certified 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:

- 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

Specify enhanced services for low-performing student groups:

- 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

2022-2023 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	Cons Svc/Oth			: Myrl Johnson works with junior and senior students in initiating revising and editing college essays	5,850.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated Staff	18,571.00
G2A1	One-time School	Instruction	Nc-Equipment			Technology. Also supports G1A1 Tech for Yearbook and Journalism.	30,000.00

\$54,421.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		34.06 %	2021-2022	25.46 %
Suspension Rate - Semester 1	✓		6.14 %	2021-2022	3.81 %

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

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

Chronic Absenteeism

As of 2021-2022, per Power BI:

- In 2020-2021, 14% of our students were considered Chronically Absent
- Currently, 8.6% of our students are chronically absent which shows a decrease in the number of students chronically absent
- Numbers of students who responded that they feel like they belong at our school has gone up: Fall 2021- 77%, Spring 2021 46%, Fall 2020-47%, Spring 2020-40%

Suspension Rate

As of 2020-2021, per Power BI:

- In 2020-2021, we had a suspension rate of .8% (3/4 of the school year was online with an option to return to in person)
- Currently, the suspension rate is 9% through quarter 3.

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

Chronic Absenteeism

Key Factors

- Utilization of our Advocates through Teaching Fellows has been helpful but likely requires a stronger protocol to complete check-ins and follow-ups
- Coordination of communication and information between attendance clerks, counselors, and home school liaison
- Other than advocates, we don't have much support in place and we need to identify resources through SSW and/or project access
- The drop in Chronic Absenteeism could be attributed to the ease of logging into a computer rather than physically having to arrive on campus
- Lack of cultural Responsive Training and Professional Learning Disproportionate in disciplinary consequences (Suspensions and expulsions)
- Lack of community support for African American (AA) parents and students
- Lack of PL in the areas of language re: and LGBTQIA+

Suspension Rate

Key Factors

- Currently African American Students Chronically Absent Rate was 21.2% for 20/21 which is our highest group.
- Currently Hispanic Suspension Rate is 54.17% which is our highest and our African American Suspension Rate is 26.39%.
- Lack of cultural Responsive Training and Professional Learning Disproportionate in disciplinary consequences (Suspensions and expulsions)

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).

- Need to provide ongoing professional learning for Climate Culture Team in support of school goals in alignment with Safe and Civil rubric
- We will continue to utilize A4 advocates to support our students who are chronically absent
- We will also add more support for Culturally Responsive Training to create an inclusive and equitable environment for all students
- There was a drop in the suspension rate and the number of chronically absent students as we have been in distance learning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- The HSL will continue to support attendance, behavior, and academics through attendance contacts, phone calls, and home visits. The HSL will also take referrals from staff for those that are unable to contact and to support our Spanish-speaking families. The HSL will continue to support and improved home/school connections.
- We continue to stay focused on the action items and goals from our previous year since our data is a bit skewed due to the pandemic and us being in a distance learning format
- We will utilize online resources and tools, such as but not limited to Connected Classroom, iReady will be used to support SEL skill development, enhance classroom engagement and improve academic success

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

1 SSC:

- Support for students who don't have a "Plan B" for attendance. (e.g., bus tokens)
- Continue to message the importance of attendance, provide incentives through Homeroom to promote school culture.
- More student voice opportunities are needed, especially in regards to Culture-Climate issues (Tardy Sweeps, Testing incentives)
- More chances to make up work to promote mastery in classroom (get back on track)
- Unified grading practices across all content areas.
- Need improved daily attendance to support students in passing classes

2 ELAC:

ELAC wanted to continue many of the same supports.

3 Staff:

- Pathways: Engagement and Recruiting More incorporation of technology in all content areas besides
- ELA/Math Increase/continue efforts to track data in efforts to decrease level 1 and 2 misbehaviors
- Need for intervention for 9th graders, other groups--
- Tier 2 groups who need the motivation to stay on track
- Continue work to ensure that SPED students have an accepting climate at Bullard by monitoring Special Olympics, Unified Sound, and Unified Sport
- involvement Greater learning around social-emotional teaching practices for all teachers and classified staff
- Ask students what their needs are and what interests them.
- Analyze data: BNF data, suspension data consistently (weekly)

Action 1

Title: Suspensions per 100

Action Details:

The safety of students and staff will remain a priority at Bullard High School. We will strategically staff and provide extra pay contracts for campus events in order to proactively prevent student misbehavior issues (i.e. safety assistants/admin mobile on golf carts/gators supervising sports/athletics, dances, etc). We will also ensure that facilities and grounds are clean, orderly, and safe for students, staff, and the community by staffing extra custodial staff where needed, including evening meetings and events. The School Climate and Culture Team will lead staff collaboration to revisit the levels of misbehavior and behavior expectations across campus. Teachers and staff will engage in purposeful professional learning that will work to support teacher understanding of the 5 Social Emotional Learning Competencies--thus leading to stronger student-teacher relationships, reducing student suspensions, and thus increasing academic achievement. The administration and staff will work collaboratively to identify professional learning for classroom management systems that are consistent in all classrooms (i.e., CHAMPS).

Students who are suspended will go through a re-entry meeting with a VP and our new Restorative Counselor upon return and will be referred to individual or group counseling with our Social Emotional Support team. Upon return, students will engage in behavior modification conversations (as needed and determined on an individual basis) with the REC and Tier II Specialist. We will engage Link Crew students as mentors to a freshman who are struggling as they encourage and support a positive connection to the school. We will continue with the Knights of Valor mentoring club, the United Black Men club, and the Black Student Union that meets weekly to strengthen students' connection to school and provide exposure to post-secondary options.

Site professional learning will target Multi-Tiered Systems of Support (MTSS), including Social-Emotional, supports we have available to students on campus such as: Re-Engagement Center, Tier II specialist, Psychologists, Social Worker, Academic Counselors, 4A Mentor, or Social-Emotional Paraprofessional. During the 22-23 school year we will continue to put support structures in place in Men's and Women's Alliance to provide students with opportunities to strengthen social-emotional learning skills. We will increase the monitoring of student behaviors and achievement and utilize adults such as African American mentor teachers and United Black Men (UBM) to support behavior modification and mentoring for our African American students.

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 administration team to review suspension reports and analyze trends in suspension behaviors
 - Meetings will include 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 implementation of classroom management strategies
- Cross check roster and attendance at KoV, BSU, and UBM with ATLAS portfolio for grades and behavior
- Update the Engagement Tool on Atals.

Owner(s):

- Admin Team
- Counselors
- Social-Emotional Team
- Culture and Climate Team
- CCD
- Class Sponsors
- Coaches

Timeline:

August 2022-June 2023

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:

- 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:

- 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 Knights of Valor, United Black Men, 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 subgroup 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 attendance rates of less than 90%. All students will receive messages from teachers and staff regarding the importance of attendance and the correlation to grades and overall success. Recorded messages will go to the parents of any student absent from class during the day. The Home School Liaison will make personal contact with parents of students through home visits as well as phone calls who have less than 90% attendance.

If attendance does not improve, the Home School Liaison will make a referral for parents to meet with their student's counselor in an effort to identify barriers to attendance and provide any services necessary to improve attendance. Bi-monthly attendance meetings with the parents of students who have been truant. Parents who are unable to utilize provided resources and services to improve attendance will be referred by Vice Principals to the FUSD Department of Prevention and Intervention (DPI) for possible School Attendance Review Board (SARB) proceedings. Incentives will be offered for high attendance percentage monthly and by semester. Use of substitutes to support home visits.

Planning day will be built into the budget to give attendance clerks and Home School Liaison time to create a systematic way to monitor and respond to daily attendance reports. Counselors and Vice Principals will respond systematically to individual class cuts through a discipline policy that matches the time for time. Built-in class meeting schedule to support stronger connection to school in order to improve/encourage positive attendance with the goal that by June 2023 the percentage of students who have an attendance rate of less than 90% will decrease from 10% to 8%. Continued monitoring and follow-up of students who leave Bullard but are not enrolled at another site. Parent contact will be made in the native language. The Home School Liaison will engage in in-home visits to Spanish-speaking homes.

Communication home will be translated into students' home language as well as English. Work through Special Education case managers to monitor SpEd student attendance. Home School Liaison will monitor EL students' attendance and maintain contact with parents. We will also continue to utilize our Student Support Center TSA to assist in triaging our students (especially high area of need subgroups) using SEL attendance, support, and academics, and creating plans/interventions to help improve attendance. Bullard will provide classified staff such as attendance with overtime pay in order to ensure that they can provide support in contacting students and parents that are chronically absent. VP/Academic Triangulation teams will also work with the SEL team and student support center to monitor chronically absent students.

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 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 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 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 supports needed
 - Will work in collaboration with VP/Counselor Triangulation teams and HSL to support students and families

Owner(s):

- Triangulation Teams
 - VPs
 - Academic Counselors
- SEL Team
- Attendance Clerks
- Coaches/Club Sponsors
- Home School Liaison - Kenthia Toscano
- Student Support Center TSA- Teri Hilton
- CCD & Leadership Team

Timeline:

August 2021-June 2022

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:

- 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:

- 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 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 support students in maintaining positive attendance throughout the year

Action 3

Title: Student Involvement on Campus

Action Details:

Bullard High School will take steps to connect students with staff members through allotted time for teacher/student interaction beyond the academic curriculum, including regularly scheduled class meetings. Provide professional learning with respect to Social Emotional Learning, building and maintaining positive relationships with students, including the value in building relationships with students in an effort to help students feel more connected to school and thus raise the graduation rate.

Teachers who attend School Climate and Culture training will analyze site data derived from the Power BI and provide input on campus climate issues, policies, procedures, and strategies for addressing unsatisfactory data results. Bullard High School will also host a Black History Showcase program that celebrates diversity and highlights cultural successes. We will continue to use 5-star student software to track student and teacher involvement in school culture and activities.

Bullard will offer a variety of enriching VAPA, extracurricular sports and clubs, and 7th-period classes (i.e. Mock Trial, Debate, Youth Court, etc) in order to ensure all kids can feel connected to the Bullard school community. Bullard will continue to work to include students of all genders, sexual orientation, race, ethnicity, and ability (including SPED students) in campus activities with peers through clubs, academic courses, extracurricular events, and athletics (i.e. Unified Sports, Special Olympics, Best Buddies, LGBTQ awareness, SPED business pathway class, etc).

Bullard will also provide students with opportunities to learn about different opportunities on campus through activities like Club Rush. Through leadership, we will intentionally recruit African-American students and SPED students, including ALPS students, to the leadership elective course, LINK classes, and clubs/activities/events on campus as we promote inclusion and diversity.

Teachers will nominate and celebrate students for "Student of the Month" in order to strengthen the adult connection to students on campus. There will be a concerted effort to celebrate academic, behavioral, and attendance successes with the varied student groups on campus. Bullard Admin, Counselors, and the Pathway Coordinator will work to create onboarding opportunities for new students and intentionally connect them to support services offered at school.

Bullard will also fund additional materials such as graphics and supplies to help students with a sense of belonging by providing incentives and ensuring that the proper technology has been updated/added and current items can be purchased or maintained. These would include (but are not limited to) funding for clubs, Summer Bridge, Link Crew, the 4.0 Fair, Graduation Programs (Pegasus), and RUSH PO for Bullard Spirit Swag. Bullard will fund catering and food for the planning of events and events that will help support students in their sense of belonging to Bullard. This commitment will also work to provide students with highly qualified coaches and instructors as part of their experience in Visual and Performing Arts and Athletics. We will continue to financially support the drama department by utilizing offsite professional set design services.

We will intentionally select at least two departments to collaborate with DPI and obtain extensive training in the 5 Social Emotional Learning Competencies throughout the year. We will also solicit student voice through the use of surveys, class meetings, student liaisons to the Climate and Culture meetings in an effort to coordinate and schedule student desired activities and engagements. Bullard will continue to support grade-level class sponsors and continue to work on developing the Link Crew program for the purposes of supporting freshmen across the campus and ensuring a successful transition. The Bullard CORE team will work to collect data from all freshman stakeholders to build and improve 9th-grade transition and support programs. Bullard will also support student participation in advocacy and awareness events as we strive to build a better community. Bullard will also fund additional materials and supplies to encourage student involvement by providing incentives and ensuring that the proper technology has been updated/added and current items can be purchased or maintained. Bullard will also fund consultants to help provide support to students and staff on campus such as Theater, College Applications, PLI Coe (Technology), Music, and website design/maintenance. Bullard will fund catering and food for the planning of events and events that encourage students to be involved on campus. Bullard will also provide transportation to and from its feeder schools and to some events that encourage student involvement such as Summer Bridge and provide funding for transportation for events that occur later in the day.

Coaches and 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 the atlas. Upload their club Roster and weekly meetings with 2 events planned by their club for each 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.

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

- Goal 2 Engagement Students not involved (As of March 13 we have 34 % of our student body not involved in any activity on our campus.
- Monitor recruitment and participation with the use of 5 Star
- Use ATLAS to monitor individual student involvement on campus
- Utilize CORE team to analyze data to identify areas of need to provide support to 9th grade students and encourage engagement in GOAL 2 activities
- Translation of school communication regarding VAPA course offerings, athletics, and activities on campus into home languages
- Monitor student participation and attendance data in Goal 2 activities, as evidenced by ID cards scanned at events and Engagement entries in ATLAS.
- Data from Student Engagement Tool in ATLAS shows participation in each Goal 2 and 3 opportunities (arts, athletics, activities; one-time vs ongoing), and is used to monitor participation and review as part of a Cycle of Continuous Improvement
- Artifacts in the form of lists and/or available Engagements in ATLAS Engagement Tool show the variety of opportunities for student engagement
- School Climate Survey from Panorama Education given in the spring will be analyzed by a question and by subgroup as part of a Cycle of Continuous Improvement; this analysis will be compared to ATLAS engagements to identify opportunities to engage more students
- Participation in Athletics, with data about student grades and retention, monitored by Athletic Director and shared with the administration team
- Linked Learning Pathway and other calendars show opportunities for field trips and other engagement activities
- Calendars and artifacts from Link Crew and Student Leadership show opportunities to engage the campus in a positive school climate
- Establishing a regional identity through hosting middle/elementary games at the high school
- Summer Bridge will be available to incoming freshmen as a proactive approach in reaching students leading to higher levels of engagement during the comprehensive school year
- Use of School Connect curriculum
- Additional resources to track data of engagement

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

- 5-star student software to create incentive based activities
- Student of the Month, financial support in the form of entry fees, competitions, roter busses and other necessities for activities, arts, and athletics
- Use of social media, The Knight Watch, to attract student to activities and a record keeping system that can help assess what activities may need to be added or modified based on popularity

Specify enhanced services for EL students:

- support attendance and **involvement in ELAC** and other parent activities
- Ensure participation in providing **input into the SPSA** and other EL matters
- EL parent training and outreach
- The Home School Liaison will work with students and parents to communicate services offered to connect and engage students on campus
- Contracted vendor will provide parenting education to help parents support their students

Owner(s):

- Administration Team
- Counselors
- Campus Culture Director
- Culture and Climate Team
- CORE Team
- Head Coaches
- Athletic Director
- CTE Coordinator
- Club sponsors
- Class sponsors

Timeline:

July 2022-June 2023

Specify enhanced services for low-performing student groups:

- 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 that are proportional to our enrollment
- Bullard will continue to reach out and recruit students in all grade levels and in various student groups with special attention to African-American, SPED and Socioeconomically disadvantaged students for leadership and GOAL 2 opportunities on campus
- Bullard will continue to provide a prep buyout for a teacher to provide athletic PE/tutorial to minimize time out of academic classes during in season sports

2022-2023 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	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	81,370.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: HSL Mileage	637.00
G3A2	Sup & Conc	Instruction	Direct Trans			transportation for student events	14,500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sub			subs for classified staff	1,076.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	1,960.00
G3A3	Sup & Conc	Instruction	Oth Equ Mnt			equipment maintenance	1,000.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Tech maintenance	10,000.00
G3A3	Sup & Conc	Instruction	Direct-Graph			post cards, certificates, invites, posters etc	10,000.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Ken Strauss, and other consultants	3,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			overtime for classified support	1,048.00

\$124,591.00

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	✓		63.23 %	2021-2022	75.33 %

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.

Offer staff a variety of professional development opportunities including:

- 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 SCCC faculty and teach the course.
- Supplemental Contracts and/or sub-release time for Professional Learning Community teams.
- Professional consultants and presenters are available
- Teachers will be trained on how to utilize these standards to support access for ELs to the Common Core Literacy standards and build Academic Language
- Training in test preparatory vessels- including, but not limited to Khan Academy, PSAT online tutorials, SAT, AP, and iReady related sites
- 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
- Boomerang Project training for Link Crew Team to implement Link Crew, Summer Bridge, and Student Orientation with fidelity.

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

StaffGoal - Site Defined

- Continued implementation of Ethnic Studies Course (funds for guest speakers and teacher preparation)
- Maintaining the support of African American Studies Course through PLC work with other Fresno Unified Campuses (funds for guest speakers and teacher preparation)
- Maintaining the support of Race & Social Justice Course through PLC work with other Fresno Unified Campuses (funds for guest speakers and teacher preparation)
- Support and training for Dual Immersion Coordinator around student goal setting and staff PL opportunities, including the addition of new courses.
- Support for Mariachi Club/Course
- Support for new classes such as Guitar, Music Production, Dance, Digital Photography, etc.
- Continued alignment of PLC and Department grading policies to maintain equity for all students
- SPED teachers will attend PLC within the GE content area that they teach
- We provide Lead teacher stipends for content areas that are not covered through district funds

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 COVID 19 restrictions to travel and gatherings, many PD opportunities were missed. Plans to offer access to professional development (i.e. Solution Tree Professional Learning Institutes, College Board training/conferences, etc.) are in place for 2022-23. Due to a substitute teacher shortage, sub-release days were unavailable in Fall 2021 for Professional Learning Teams (PLT) could plan and prepare together. Supplemental contracts were supplied for those teams that chose to work outside of the school day

The same need for funds used for assessments such as the NAEP, PSAT, SAT, etc. due to assessments being modified due to Covid-19 and CSU/UC changes in SAT requirements

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- We will continue to fund travel for this year as we anticipate restrictions to loosen The Learning by doing book and other publications will be used to further encourage professional learning around the PLC process for the 2022-2023 school year.
- We will also continue to fund subs for release days and supplemental contracts so that teachers in their PLT can plan together We will continue to fund lead teacher contracts for content areas above the district allotted amount
- Professional Learning around Cultural Proficiency and Cultural Responsive Teaching. Allocating resources and support for new ethnic Studies Course (PL support, PLC with other high school teachers, funds for conferences/guest speakers)
- Allocating resources and support for current African American Studies Course (PL support, PLC with other high school teachers, funds for conferences/guest speakers)
- Staff Professional Learning around equity of grading and assessing work through PLCs as identified by the WASC team.
- Staff professional learning around common planning and backward mapping by Bullard Instructional Coach.
- 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Recognize lack of participation by families in SSC, surveys, etc
- Interest in more ways to engage students, including new courses and DE opportunities
- Need for more messaging utilizing different strategies

2 ELAC:

More ways for parents to connect and communicate with the school about their students.

3 Staff:

- Training on School Messenger to support communication with parents
- School engagement activities return to In-person (Back to School Night, Open House, CTE Events, Athletic Events, and theater productions)
- Excitement about new leadership
- Many teachers looking forward to In-person professional development such as conferences and trainings

Action 1

Title: Professional Learning Teams

Action Details:

During the 2021-2022 school year, some of our professional development work was paused due to the impact of COMD 19 on staff and students. A change in the amount of PD time allowed on sites, a lack of substitute teachers, and an overall struggle to maintain classrooms and instruction for students and teachers who were quarantined was the focus.

Instructional Learning Community work will create a Professional Learning Series, utilizing ILT members and expert teachers to lead in professional learning. ILT will continue our work with Learning By Doing by Durfor and work on improving our teams as collaborative and productive groups on campus. Our ILT will work with IABs and continue to work with their groups to standardize grading practices and learning. We will continue to work on Culturally Responsive proficiency by engaging in professional development that focuses on student success.

Bullard will provide opportunities for staff and students to travel to conferences and competitions that encourage student involvement. Our Campus Culture team will meet monthly and work collaboratively to support staff (certificated and classified) as they work to foster and maintain positive relationships with students and connect with them through arts, activities, and athletics. Bullard will continue to utilize all teams on campus such as Department Chairs, ILT, AP team, CORE, CCT, School Building Committee, and professional learning communities to increase recruitment and retention of our staff that will reflect the diversity of our community.

Bullard will provide classified staff such as custodial and safety with overtime pay in order to provide support for activities that encourage student involvement whether it be during the regular school day or outside of the traditional time. Bullard will also provide classified subs for safety in order to provide more support for activities that would need more supervision.

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

- Develop Common Assignments and Assessments
- Analyze Common Formative Assessment results
- Discuss CFAs, EL Re-Designation Goal Setting Reports, and Interim Assessments
- Discuss re-teaching and extension strategies to increase student achievement
- Rate team on each indicator on the PLC at Work Continuum: Learning as our fundamental purpose, as detailed in Learning by Doing (3rd Edition) by Rick DuFour, et al
- Identify standard-based "must-knows and" Create a penciled Calendar
- Establish Learning targets
- Create SMART Goals for CFAs
- Create and use a data protocol to participate in peer observations
- Provide travel arrangements, conference, sub day requests to assist with teacher learning and development
- Order/Purchase items for teachers

Owner(s):

- Principal
- VPs
- Lead Teachers
- Instructional Coach
- All Teachers
- Classified Management
- Classified Staff

Timeline:

- 2022-23 School Year
- Weekly
 - Monthly
 - Quarterly
 - Biannually
 - Yearly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

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, CFAs, and RTI models
- Boomerang Project Training for Link Crew Team to increase Student Engagement and Learning around transitioning to high school

Specify Professional Development or Staff Services to support EL students:

- 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 Professional Development or Staff Services to support low-performing student groups:

- 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

2022-2023 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	One-time School	Instruction	Travel			CADA, PD, Conferences for staff	30,000.00

\$30,000.00

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	✓		76.01 %	2021-2022	85.11 %

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.

Customer service- training provided to Bullard classified support staff.

Ongoing communication- Edutext, School Messenger, report cards, the official website, social media (Twitter, Facebook, Instagram), and parent communication mailers (presort).

Home school liaison- will work with the school and parents to bridge the communication gap.

Materials and supplies - packets and mailers that can be sent to parents that can help support communication, along with a Principal's Coffee Hour for parents to connect on campus.

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

Parenting education opportunity- contracted vendor, ELAC, SSC, and daycare is provided.

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

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

Large number EL parents are not engaged in their student's education because of language barrier and long work hours.

Transient families have wrong phone numbers.

Parents of some low performing student groups do not have transportation to come to school and be involved in their students' education.

Parents do not participate in school related activities because of lack of child care, food incentives and work hours.

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).

Covid limitations and gathering restrictions have reduced parental engagement in their student's education; parents were restricted from visiting classrooms, from attending in-person Back to School Night or other informational meetings.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will add more funding to provide meals and make sure to always have a food incentive at our community/ family events. We will add more celebrations and community events. We will transportation to some away sporting events to increase parent involvement.

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

1 SSC:

Increased incentives for participation through food

Celebrate our students more

Strengthen communication with ELAC to support their needs.

Continue with relationship building the ELAC community and strengthen the support for EL

2 ELAC:

Continue communication to create parent groups and more training for ELAC parents regarding EL student support.

3 Staff:

Give free meals to families to increase back to school and open house excitement

Add more events for families i.e. multicultural events

students' involvement in clubs, academic studygroups, sports, multicultural events, and field trips

Action 1

Title: Family Engagement

[Action Details:](#)

Bullard High School will take steps to help parent/guardians feel more respected and welcome on campus through customer service training provided to Bullard classified support staff. We will work to provide on-going communication with parents regarding the academic progress, behavior, and attendance of their students through Edutext, School Messenger, report cards, the official website, social media (Twitter, Facebook, Instagram) and parent communication mailers (presort). Bullard will continue to fund a home school liaison who will work with the school and parents to bridge the communication gap. Bullard will fund materials and supplies such as packets and mailers that can be sent to parents that can help support communication, along with a Principal's Coffee Hour for parents to connect on campus. The principal's weekly communication will highlight the week's schedule and activities planned on campus. Back to School Night and Open House/Showcase will give parents opportunities to tour campus, meet teachers, view utilized curriculum and examples of student work completed during the school year. Parenting education opportunity is provided by a contracted vendor and daycare is provided. Parents are invited to celebration events as we acknowledge student successes in academics, VAPA, and athletics.

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 parent survey results and report parent concerns and complaints

Principal:

- Send weekly communication through school messenger and/or parent emails- on average 650 out of 2639 or 25% answered the weekly messenger.
- 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

Home School Liaison

- Assists with monitoring attendance
- Monitors student progress and contacts parents
- Runs workshops for parent night
- Holds 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
- **2020-2021**
Home Visits: 82
Contact made: 37
Parent Nights: 3
Coffee Hour: No coffee hour established

2021-2022

- Home Visits: 54
- Contact made: 28
- Parent Night
- Coffee Hour: No coffee hour established

VPs/Counselors/APIC

- Conduct parent meetings
- Conduct parent nights
- Discuss A-G course work, college entrance expectations

CTE/Job Developer

- Conduct various evening events to inform parents of various programs including parents in various student celebrations
- Include parents in various student celebrations
- 115 parents were involved in 9th grade parent night.

Club Advisors/Athletic Coaches/Band Director and Orchestra Director

- Conduct various evening events to inform parents of various programs including parents in various student celebrations

Owner(s):

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

Timeline:

August 2022 - June 2023

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

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-Centered and Real-World Learning:

- Provide opportunities for families to be involved in student-centered Career Fairs and conferences

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 School Messenger, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC
- Informational brochures will be available in the main office, all university offices, College and Career Center and library
- We will provide family engagement events that involved 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 Direct Service and Opportunities for parents and families to support EL students:

- EL parent training and outreach
- Support attendance and involvement in ELAC and other parent activities
- Support attendance and involvement in ELAC and other parent activities
- EL parent training and outreach
- Use of HSL for communication to Spanish speaking parents
- Translation of school-home communication into Hmong and Spanish
- Use of Principal's Coffee Hour

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- 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 and target recruitment in demographics that have of low participation
- Bullard will continue to work with the Home School Liaison and SPED case managers to ensure that parents feel that their students is supported and achieving success

2022-2023 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	Plant Maintenance & Operations	Cls Sup-Ovr			Overtime for maintenance	1,571.00
G5A1	Sup & Conc	Instruction	Direct-Food			catering for evening events for parents	1,500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: materials and supplies for evening events for families	12,000.00

\$15,071.00

2022-2023 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	Nc-Equipment			: Technology for core subjects. Also supports G1A2.	15,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			TBD - Speakers for Professional Development	50,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF	25,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs	72,323.00
G1A1	Sup & Conc	Instruction	Equip Lease			: RICOH Printer	28,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,571.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies for our EL Classes	19,487.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute teachers to support our PL	60,269.00
G1A1	One-time School	Instruction	Bks & Ref			: Books, magazine subscriptions, software subscriptions	7,531.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : ELF	25,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology for core subjects. Also supports G1A1.	18,645.00
G1A3	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	1.0000	home school liaison - Cannot use for translation of mandatory items (i.e., ELAC & IEP)	72,910.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.8000	extra period pay for certificated	103,676.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated Staff	17,332.00
G1A4	Sup & Conc	Instruction	Bks & Ref			Edgenuity, site licenses	10,000.00
G1A4	Sup & Conc	Instruction	Mat & Supp			materials & supplies	78,641.00
G1A4	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	bilingual para	14,110.00
G2A1	Title 1 Basic	Instruction	Cons Svc/Oth			: Myrl Johnson works with junior and senior students in initiating revising and editing college essays	5,850.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated Staff	18,571.00
G2A1	One-time School	Instruction	Nc-Equipment			Technology. Also supports G1A1 Tech for Yearbook and Journalism.	30,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	81,370.00
G3A2	Title 1 Basic	Attendance & Social Work Services	Local Mileag			: HSL Mileage	637.00
G3A2	Sup & Conc	Instruction	Direct Trans			transportation for student events	14,500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sub			subs for classified staff	1,076.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	1,960.00
G3A3	Sup & Conc	Instruction	Oth Equ Mnt			equipment maintenance	1,000.00
G3A3	Sup & Conc	Instruction	Direct-Maint			Tech maintenance	10,000.00
G3A3	Sup & Conc	Instruction	Direct-Graph			post cards, certificates, invites, posters etc	10,000.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Ken Strauss, and other consultants	3,000.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ovr			overtime for classified support	1,048.00
G4A1	One-time School	Instruction	Travel			CADA, PD, Conferences for staff	30,000.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Overtime for maintenance	1,571.00

G5A1	Sup & Conc	Instruction	Direct-Food	catering for evening events for parents	1,500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	: materials and supplies for evening events for families	12,000.00
					\$847,578.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$188,042.00
Sup & Conc	7090	\$467,568.00
LCFF: EL	7091	\$39,168.00
One-time School	7099	\$152,800.00
Grand Total		\$847,578.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$623,495.00	
G2 - Expand student-centered and real-world learning experiences	\$54,421.00	
G3 - Increase student engagement in their school and community	\$124,591.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$30,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,071.00	
Grand Total		\$847,578.00