

Bullard High

10621661030279

Principal's Name: Armen Torigian

Principal's Signature:

A handwritten signature in blue 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 4, 2025

Consolidated Program Assurances

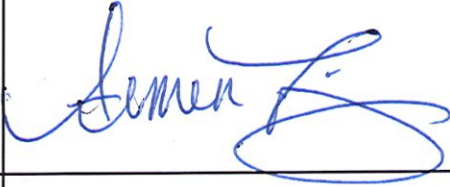
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Armen Torigian	X				
2. Chairperson - Brian Fischer		X			
3. Whitney Godfirnon			X		
4. Vice-Chairperson - Chelsea Geraci		X			
5. Dave Wilson		X			
6. Amanda Cochran				X	
7. Lynette Mercado				X	
8. PAC Representative - Julie Wong				X	
9. Finley Godfirnon					X
10. Xavier Maldonado					X
11. Secretary - Shane Riddle			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Bullard High			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Armen Torigian		4/23/2025
SSC Chairperson	Brian Fischer		4/25/25

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

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

FY 2025/26

Bullard - 0055

ON-SITE ALLOCATION

3010	Title I	\$208,304	*
7090	LCFF Supplemental & Concentration	\$566,998	
7091	LCFF for English Learners	\$56,304	

TOTAL 2025/26 ON-SITE ALLOCATION	\$831,606
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* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Parent Involvement Budget - Minimum		\$66,448
Program Budget		\$141,856
Total Title I Allocation		\$208,304

ESSA Assistance Status: Not Identified for Assistance

Bullard High 2025-2026 - SPSA Draft Edits

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		21.8 %	2023-2024	22.9 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		26.9 %	2023-2024	28 %
Percentage of students who received at least a D/F at end of semester 1	✓		41.2 %	2024-2025	38.2 %
SBAC ELA- Average distance from standard	✓	11.4 pts	-5.4 pts	2023-2024	9.6 pts
SBAC ELA- Average distance from standard (African American)	✓		-72.8 pts	2023-2024	-57.8 pts
SBAC ELA- Average distance from standard (English Learner)	✓		-90.7 pts	2023-2024	-75.7 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-124.8 pts	2023-2024	-109.8 pts
SBAC ELA- percentage of students met/exceeded standard	✓	63.1 %	50.8 %	2023-2024	55.8 %
SBAC Math - Average distance from standard	✓	-88.5 pts	-110.4 pts	2023-2024	-95.4 pts
SBAC Math - Average distance from standard (African American)	✓	-131.5 pts	-187.3 pts	2023-2024	-172.3 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-134 pts	2023-2024	-119 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-206.2 pts	2023-2024	-191.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	21 %	17.8 %	2023-2024	22.8 %

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

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

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

SBAC Math performance data reveals a persistent achievement gap, with overall student performance and African American student performance both falling significantly below target expectations. The average distance from the standard for all students is -110.4 points, missing the current target of -88.5. The disparity is even more pronounced for African American students, whose average distance from the standard is -187.3 points—far below the current target of -131.5. Socioeconomically disadvantaged students have an average distance from the standard of -134 points, falling short of the target goal of -119 points. Similarly, students with disabilities have an average distance of -206.2 points, missing the target goal of -191.2 points. Additionally, only 17.8% of students met or exceeded the math standard, below the current goal of 21%. These data points emphasize the urgent need for targeted interventions, differentiated instruction, and investment in innovative evidence based instructional strategies to improve math proficiency and ensure academic success for all students.

Current SBAC ELA performance data reveals a gap between student achievement and targeted proficiency levels. The average distance from the standard for all students is -5.4 points, with a target of 9.6 points for the next year. The gap is significantly wider for African American students, who currently have an average distance from the standard of -72.8 points, compared to the target goal of -57.8 points. Significant achievement gaps are also evident for English Learners (ELs) and Students with Disabilities (SWD), with average distances from the standard at -72.8 points and -124.8 points, respectively. To address this, the goal is to achieve a 15-point gain in the average Distance from Standard Metric (DFSM). These gaps emphasize the need for targeted literacy interventions, specialized instructional strategies, and equitable support to ensure all students have access to high-quality ELA instruction and the resources needed to succeed.

Long-Term English Learners (LTELs) and EL students face persistent challenges in reaching academic language proficiency, which impacts their ability to meet grade-level expectations in ELA and other content areas. Many LTELs and ELs struggle with academic vocabulary, reading comprehension, and writing skills, contributing to lower SBAC ELA performance and overall academic achievement.

At the end of Semester 1, 41.2% of students received at least one D or F, indicating significant academic struggles. Due to limited availability of quality credit recovery options, these students are at risk of not graduating from a comprehensive school site. To improve student outcomes, we aim to reduce the D/F rate to 38.2% by implementing targeted interventions, adjusting grading practices for fairness and growth, and enhancing student support structures. Focus areas include math achievement, support for African American students and students with disabilities, increased tutoring accessibility, and improved attendance and motivation strategies.

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

Many students, particularly ELs and SWD, struggle with foundational math and reading skills from earlier grades, making it difficult to grasp more complex grade-level content. Additionally, assessments in math classes may not align with the rigor of SBAC testing, as teachers often develop their own rather than utilizing FIABs and IABs as common formative assessments. Instruction in both ELA and Math may not always be adapted to meet the diverse needs of struggling readers, including ELs and SWD, who require scaffolded support, explicit vocabulary instruction, and alternative learning strategies. Students with disabilities in co-taught classes face challenges when the coteaching model is not effectively implemented to provide necessary differentiated instruction. Socioeconomic barriers also play a role, as students from low-income backgrounds may have limited access to academic resources, tutoring, technology, and a stable learning environment, impacting their ability to practice and master math skills. Low student engagement in ELA and math anxiety further contribute to the issue, with many students developing a fixed mindset or avoidance behaviors that lower their overall performance. Finally, grading practices, and grading scales (0%-100%) may not accurately reflect students' true learning growth, further hindering their progress in all content areas. A student receiving 20% (a grade of F) has a 50% gap to a passing grade, while a student receiving 58% (still an F) has only a 12% gap.

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

To address gaps in foundational math and reading skills, we will identify skill gaps early in the year for grades 9-11 by administering the iReady Math and Reading diagnostic and having PLCs analyze the data at the start of the year, keeping in mind the AA, SWD and EL student groups. To ensure students are exposed to SBAC-style assessments, Math and ELA PLCs will administer **Interim Assessments** with over 95% completion rates along with administering **FIABs and IABs digitally** as common formative assessments. Professional learning focused on research-based instructional strategies will be essential to providing **all** students, and especially the lowest performing student groups, with high-quality, engaging Math and ELA instruction. We will need to support math teachers with attending conferences to learn new and innovative ways to support student achievement in math classes. IPG will be used as a lesson planning tool. To reduce socioeconomic barriers, credentialed MATH and ELA teachers will be needed to offer after-school tutoring, and the librarian will support students with technology and internet connectivity for at-home learning. For students with disabilities, we will ensure full implementation of IEPs and 504 accommodations, offering multiple ways to demonstrate learning through writing, speaking, or technology. Teachers in co-taught classrooms will need to participate in professional learning focused on **effective coteaching strategies**. To increase student engagement and reduce math anxiety, we will reinforce growth mindset principles by emphasizing effort, persistence, and problem-solving skills, while continuing the implementation of the Building Thinking Classrooms instructional model. Finally, to lower D/F rates in all content areas, we will provide

PL around grading practices and grading scales to ensure the grades more accurately reflect students' learning and growth.

Section B: Investigation

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

Action 1: Proficiency in Literacy

Partially Implemented

Fully Implemented

- 9th-grade ELA Plus teacher, who was present in the classroom for two periods to reduce class sizes and provide targeted interventions. These interventions were intended to be data-driven, incorporating differentiated instruction, small group sessions, and personalized learning plans to meet the unique needs of each student. This approach aligned with Tier 2 of the MTSS framework, focusing on providing additional support to students requiring more intensive interventions beyond the core curriculum.

Partially Implemented

- Last year we wrote in the SPSA about the need for a teacher-led committee involving representatives from every department to ensure that high-quality literacy instruction was integrated across all classes, not just in ELA. We set out to use resources such as "This is Disciplinary Literacy" and "This is Disciplinary Literacy in Action," to equip teachers with tools of effective literacy strategies tailored to their subject areas. This action was **Partially Implemented** by providing series of professional learnings to all staff and PLC leads instead having a teacher led committee delivering regular learning series throughout the year.

Not Implemented

- Comprehensive after school program that includes ELA tutoring from certificated ELA teachers.

Action 2: Proficiency in Mathematics

Partially Implemented

Fully Implemented

- Improvements in the PLC Process
- Math PLC teams collaboration around Essential Standards needed for success in future math classes

Partially Implemented

- Highly engaging math instruction in every math classroom
- Targeted interventions for struggling students
- Math Plus teacher will provide Tier 2 support by pulling out students during Support Period and providing small group instruction, reteaching and reassessment
- Quarterly planning days for Math Teams geared towards analysis of Interim Assessment results, Essential Standards, and choosing of FIABs for support with SBAC type assessments.
- Vertical articulation between Algebra 1, Geometry, Algebra 2 and beyond.
- Focus on the well-being of every student through comprehensive academic and social-emotional support
- CFA analysis and results will inform instruction and interventions
- Data analysis from CADashboard and Power BI to identify focus student groups for targeted support

Not Implemented

- Comprehensive after school program that includes math tutoring from certificated math teachers.

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

Action 1: Proficiency in Literacy

Partially Effective

The addition of a 9th grade PLUS teacher helped reduce class sizes and provide targeted small-group support in ELA and ELD classrooms. The ELA PLUS teacher utilized iReady diagnostic reading data and students' ELA grades to identify a caseload of students for additional support. These students were pulled from their PE and elective classes to receive targeted instruction using MyPath lessons from iReady and Tutor.com. While classroom teachers utilize assessment data to guide instruction, provide interventions, and offer support during lunch and after school, the impact on students' grades and confidence has been more significant with the addition of the PLUS teacher. This suggests that while existing systems provide some level of support, the targeted small-group instruction and structured intervention from the PLUS teacher are yielding better results. The current systems alone may not be sufficient in addressing all student needs, highlighting the importance of dedicated intervention support. Limited prep time and availability for interventions are key gaps in the current system. While teachers provide support during lunch and after school, these opportunities are not always accessible to all students due to scheduling conflicts, lack of awareness, or limited student motivation. Additionally, without dedicated intervention periods built into the school day, struggling students may not receive consistent, structured support. The success of the PLUS teacher highlights the need for more targeted intervention resources, but it's hard to expand due to staffing and scheduling limitations.

Action 2: Proficiency in Mathematics

Partially Effective

Effective

This year, the Instructional Leadership Team deepened its understanding of the PLC+ process through monthly learning sessions, guided by the book *PLC+ Better Decisions and Greater Impact by Design* by Doug Fisher and Nancy Frey. PLC teams were expected to use a structured data analysis protocol to review student performance data and develop targeted interventions for those who did not meet the assessed standards. These improvements in the PLC process contributed to positive student achievement across all math classes. Additionally, math teams focused on teaching only the Essential Standards, eliminating less critical "good to know" topics to ensure students developed a deeper understanding of foundational skills.

Partially Effective

To address this, the **Math Plus** teacher position was created to provide additional support by pulling students out during the **Support Period** for small-group instruction, reteaching, and reassessment. This intervention was effective in reducing D/F rates in **Algebra 1**. However, since the Math Plus teacher primarily focused on **9th-grade students**, those in **Geometry and Algebra 2** did not receive the same level of support. Additionally, the position was only **half-day**, limiting the amount of assistance available.

Recognizing that **weekly one-hour PLC meetings** were not enough for Math PLC teams to fully engage in the **PLC+ process**, the school allocated **quarterly site-funded planning days**. These sessions allowed teams to:

- Identify **Essential Standards**,
- Plan **Lesson Progressions** aligned with the **District Pacing Guide**,
- Develop **Common Formative Assessments (CFAs)** and schedule reteach/reassessment dates,
- Analyze **D/F rates** and design interventions,
- Share **evidence-based instructional strategies** to improve student learning.

This year, the **Math Department** engaged in **vertical articulation**, where teams presented the standards they deemed essential. Through this process, they identified the need to continue vertical alignment to ensure students master foundational math concepts before advancing to the next level.

Although after-school tutoring was available in the library through **Teaching Fellows**, many students did not take advantage of these opportunities. Addressing barriers to participation in tutoring remains an area for improvement.

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

Based on the analysis of our actions, we will continue implementing all of the above actions listed in Needs and Section B with a few major changes shown below.

1. Fund credentialed staff to provide comprehensive after school tutoring.
2. Provide MATH and ELA teachers with time (as needed, and not exceeding 3 planning days) to collaborate with their PLC teams.
3. Support more math teachers with attending series of 4 trainings around Building Thinking Classrooms. (\$850 for the series)
4. Provide teachers with materials and technology (i.e. licenses to learning and assessment platforms) needed to support their students learning needs.
5. Pay math teachers a .2 contract for class size reduction and targeted interventions.
6. Site fund professional learning and conferences related to Evidence Based Grading practices.
7. Monthly Instructional Focus determined by the ILT and admin team.
8. Learning walks to collect data on instructional needs.

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

SSC:

Need better tutoring opportunities for all students
Strengthen communication and stakeholder engagement.
Use student voice in decision making. Create opportunities for students to get involved in making decisions for Bullard.
Expand student advisory panels.

ELAC:

Need better tutoring opportunities for all students.
Targeted interventions for English Learners. Ensure EL students receive push-in and pull out support.
Culturally responsive teaching practices.

Staff:

Teachers provided input and feedback for the SPSA through answering series of questions regarding last year's implementation of actions to support student achievement and needs for next year's actions. Below are some of the input provided by teachers:

- Continuing to Implement time for our PLC's to look at targeted instruction towards SBAC type; Having/Hiring FUSD teachers to write the District Interim on Edcite.
- Better vertical articulation from the top down as to what each course needs as focus standards in the level below for students to be successful in new learning. SBAC (CAASPP) question analysis by all teams to better understand the verbiage and level of rigor of mathematics involved. This would help all areas see how the standards are intertwined and how to better support each other.
- Targeted supports through PLUS teacher in all periods 1-6. Pay a teacher a period at FTE for after school tutorial as part of their school day, rather than super low pay, give an option for a teacher to

have Prep Periods for 1st and 2nd period - make the ASP as a contracted period of their contract.

- Another .2 teacher to ensure a full day of intervention support, tutoring after school by a classroom teacher for algebra 2, geometry, and algebra 1 (paid at teachers hourly rate).
- Offer incentive for proof of going to tutoring sessions.
- Grading for Equity practices and a push for in class re-takes. We have had the "case against zero" talk for years in our PLC and we can never get 100% agreement, having an option where the floor is 50% could help with these disagreements.
- Support the CORE team and have common grading practices. Freshman teams should have access to 8th grade iReady scores and grades to support incoming freshman. I really think the CORE work is what will help the freshman.
- The ELA 10 team could give practice SBAC tests 4th quarter to acclimate the students to both content and form of the SBAC test.
- Increased literacy in the classroom. Many teachers in my subject feel more strongly about teaching students CONTENT over literacy but focusing on literacy in all classroom should be a priority.
- Weekly emails home from students to parent/guardians telling them 1. What they learned in class that week, 2. Current grade and why, 3. Steps they can take maintain/improve their grade. Talk to Atlas people in the district about having grade book option that doesn't go below 50%-- this way, teachers who "don't like to give something for nothing" can still give zeroes but the lowest grade a kid can get in a class is a 50%-- less of a hole to dig themselves out of.

Action 1 :

Proficiency in Literacy

Action Details:

Based on the current needs assessment metrics, only 50.8% of students met or exceeded standards in SBAC ELA. Our goal is to increase the average DFSM by 15 pts for AA, SWD and EL students groups and the rate of students meeting or exceeding standards in ELA.

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

A key component of our plan involves our 9th-grade ELA Plus teacher, who will be present in the classroom for two periods to reduce class sizes and provide targeted interventions. These interventions will be data-driven, incorporating differentiated instruction, small group sessions, and personalized learning plans to meet the unique needs of each student. This approach aligns with Tier 2 of the MTSS framework, focusing on providing additional support to students requiring more intensive interventions beyond the core curriculum. Our goal is not only to increase the average DFSM but also to raise SBAC ELA scores by 5%, aiming for a 55.7% proficiency rate, thereby improving overall literacy outcomes at Bullard.

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

Bullard will implement a Multi-Tiered System of Supports (MTSS) to enhance literacy skills for all students.

- **Tier 1:** All teachers will reinforce foundational Common Core skills through professional learning, collaboration, and high-quality first instruction. PLC time will be dedicated to analyzing student learning, sharing best practices, and ensuring the consistent implementation of our Guaranteed and Viable Curriculum (GVC). Department and PLC goals will include embedding targeted interventions within instructional time, guided by formative assessment data, and frequent CFUs throughout the lessons. Literacy instruction will be integrated across all subject areas, including science, social studies, math, and electives, with a focus on subject-specific literacy skills. Technology, including hardware, software, and online platforms like Springboard, will be used to enhance teacher feedback on student writing. Class meetings will be delivered to support all students with social-emotional learning.

Tier 2: Department and PLC goals will include targeted interventions within instructional time based on formative assessment results. Support strategies will include strategic student grouping, reteaching, technology-based interventions, PLUS teacher support, and co-teaching to assist struggling students. The REC teacher will provide regular check-ins with students identified as Tier 2. Supplemental contracts for content teachers to provide tutoring services for identified students.

Tier 3: Intensive interventions will include teacher-led tutoring, expanded PLUS teacher support, and a strategic deployment of services. COST meetings will identify students with significant academic or behavioral challenges and create a plan for individualized support. To address gaps in learning, we will continue implementing targeted RTI strategies and a comprehensive after-school program. This program will feature certificated teachers, on-campus tutoring from external providers, and peer tutoring opportunities. Parent conferences, attendance conferences, and the SARB process to support families who are habitually truant or chronically absent.

This framework will prioritize **effective first instruction, professional development, collaborative planning, backward mapping with common formative assessments, equitable grading practices, performance tasks**, and a range of intervention strategies.

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

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

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

Reduction in Long-Term EL Status:

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

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.
- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- 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 7-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.

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History.
- Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for teachers or community mentors to meet regularly with students and track progress.
- Fund field trips to increase motivation and relevance.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

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

- Students with Disabilities (SWD):** With 7090/7091 funds we plan to support SWD by expanded tutoring, **coteaching training for teachers**, SEL supports, and availability of HSL for improved communication and navigating school resources.
- African American (AA):** Stipends for certificated teachers to provide structured intervention, push-in/pull-out and reteaching. Provide substitutes for PLC team members to analyze iReady, SBAC, and CFA data to identify

targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

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

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Managers regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic CICO - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance. Teachers work in their PLC teams to build grade level and standards-based units that integrate evidence-based practices to support literacy development. They use data from formal and informal assessments design their initial instruction and response to intervention for students who are not meeting standards. Teachers utilize professional learning time to identify EL students in their classrooms and assess their individual academic needs. Administration will continue to designate time to review with all staff our CAASPP and ELPAC scores and tests format so that they may design lessons that will support our EL students. Our ELA Plus teacher supports EL students through ELPAC data chats, push-in to ELA classrooms, and co-planning with the ELD teacher as well as the grade level PLC teams.

African American (AA): Use iReady, SBAC, and previous grades performance data to identify African American students struggling in academic achievement. Share the data with content area PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in literacy skills. Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples.. Establish pull-out or push-in "reading" support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between grade levels to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Weekly communication regarding Instructional Focus in the classroom. (Learning Intentions, Success Criteria, High Level and Accountable Questions, CFU strategies, Engagement Strategies, Academic Discourse, Student Ownership). The outcomes will be measured through classroom walkthroughs utilizing the Knight Walks tool. Outcomes monitored by Principal, VP, and teachers. Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs. ELAPLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs. ELAPlus teacher will support for Tier 2 students. Outcomes monitored by supervising VP. Provide ELA Teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP. Focus on the well-being of every student through comprehensive academic and social-emotional support. Outcomes monitored by the teachers, REC teacher, SE team, Site Admin. Regular analysis of D/F data including conversations with teachers who have high rate of D/F. Outcomes monitored by supervising VP. After school tutoring that supports student literacy in multiple school subjects and decreasing D/F rates. Outcomes monitored by classroom teachers and supervising VP.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports. Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs. ELPAC Reclassification: ELAPlus teacher and supervising VP, Principal will plan strategically for ELPAC student data chats, teachers professional learning in EL Instructional Strategies and set goals for student achievement on ELPAC. Outcomes will be measured by PLCs, ELAPlus Teacher, supervising VP and Principal.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results: Decrease the distance from standard measured by 15 points for EL student group population. Outcomes measured by growth from distance from standard. ELPAC Results: Increase number of students scoring a 4 and reclassifying. Outcomes monitored by Principal, VPs and teachers.

Action 2 :

Proficiency in Mathematics

Action Details:

Based on the current needs assessment metrics, 17.8% of students met or exceeded standards on the SBAC Math, with the overall Average Distance from Standard (DFSM) at -110.4 points. While our target goals were not fully met, students demonstrated growth, with a 1.2% increase in proficiency and a 16-point improvement in DFSM, moving from -126 to -110 points—progress that deserves recognition. This year, our goal is to improve the DFSM by 15 points for all underperforming student groups identified by the California Dashboard and increase the percentage of students meeting or exceeding the standard by 5%.

Bullard High School is committed to improving student achievement in mathematics by ensuring high-quality instruction in every math class. To achieve this goal, the school will implement key strategies, including strengthening the PLC process, integrating Building Thinking Classrooms instructional practices to enhance student engagement, and providing targeted interventions for struggling learners.

Additional supports include after-school tutoring by certificated math teachers across all course levels, vertical articulation between Algebra 1, Geometry, Algebra 2, and beyond, and a focus on students' overall well-being through academic and social-emotional support.

The math department will use data from the California Dashboard, iReady diagnostic reports, and Interim Assessments to identify focus student groups for targeted support. Math PLC teams will continue refining Essential Standards to ensure success in future coursework. Common Formative Assessment (CFA) data will guide instruction and interventions.

To further support students, Math Plus teachers will provide small-group instruction, reteaching, and reassessment during Support Periods. Math teams will also participate in quarterly planning days to analyze Interim Assessment results, refine Essential Standards, and select Focused Interim Assessment Blocks (FIABs) to strengthen SBAC-aligned instruction.

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

Bullard will implement a Multi-Tiered System of Supports (MTSS) to enhance math achievement for all students.

- **Tier 1:** Every math classroom will emphasize foundational Common Core math skills through professional learning, collaboration, and strong first instruction. Department/PLC goals will include targeted intervention during the instructional time that is based on student results derived from formative assessments. Substitutes to release teachers for collaboration in their PLC teams.
- **Tier 2:** Support will include strategic student grouping, reteaching, technology-based interventions, PLUS teacher support, and co-teaching to assist struggling students. REC teacher will check in with students who are deemed as Tier 2. SST (Student Success Team) meetings to determine interventions and SE support.
- **Tier 3:** Targeted interventions will involve teacher-led tutoring, intensified PLUS teacher support, and strategic deployment of services. Intensive, individualized interventions for students with significant academic or behavioral challenges.

This framework will prioritize **effective first instruction, professional development, collaborative planning, backward mapping with common formative assessments, equitable grading practices, performance tasks**, and a range of intervention strategies.

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

- Provide PL designed to provide basic EL information (EL data resources, Ellevation platform, ELPAC information, reclassification criteria, etc.)
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide small-group instruction
- Provide training and ongoing support for the teachers and interventionists who provide the small-group instruction
- Providing direct vocabulary instruction, train staff members
- Parent contact will be made in the native language
- Home School Liaison will engage in-home visits to Spanish speaking homes
- Communication home will be translated into students' home language as well as English
- Use of para-professional bilingual position to support ELD students in mathematics classes
- Professional learning to support math teachers with ELD integration

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Pay existing math teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school math tutoring.

Fund an additional Math class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.

Offer academic activities during the summer bridge program to help students strengthen math skills.

Provide stipends for teachers or community mentors to meet regularly with students and track progress.

Fund field trips to increase motivation and relevance.

Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for African American students.

Expand math teachers' capacity to implement **engaging, student-centered instruction** with professional learning workshops in Building Thinking Classrooms. Use Title I funds for incentives (gift cards, certificates, or small rewards) to encourage attendance at tutoring or intervention programs. **Host an "African American Math Achievement Celebration" to recognize progress and boost motivation.**

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

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources.

English Learner (EL): With 7090/7091 funds we plan to support EL students by expanded tutoring, professional development for teachers on differentiated instruction for ELs, bilingual instructional aide, ELD focused intervention programs and curriculum, Interact Fellow support for newcomer students, restorative and SEL practices, ELAC meetings, parents engagement hours and workshops.

African American (AA): Extra pay period for certificated math teachers to provide structured intervention and reteaching. Release time for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Extra pay contracts for teachers or staff mentors to check in weekly with struggling African American students on math goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college math programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

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

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Managers regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic **CICO** - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance.

African American (AA): Use iReady, SBAC, and previous math performance data to identify African American students struggling in math. Share the data with math PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and

confidence in math. Establish pull-out or push-in math support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples in math instruction. Establish pull-out or push-in math support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between Algebra 1, Geometry, and Algebra 2 to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Weekly communication regarding Instructional Focus in the classroom. (Learning Intentions, Success Criteria, High Level and Accountable Questions, CFU strategies, Engagement Strategies, Academic Discourse, Student Ownership). The outcomes will be measured through classroom walkthroughs utilizing the Knight Walks tool. Outcomes monitored by Principal, VP, and teachers. Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs. Math PLC teams will continue working on identifying the Essential Standards needed for success in the current and future math classes. Outcomes monitored by PLCs. Continue utilizing Math Plus teacher support for Tier 2 students. Outcomes monitored by supervising VP. Provide Math Teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results, Essential Standards, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP. Refine the vertical articulation between Algebra 1, Geometry, Algebra 2 and beyond. Outcomes monitored by the department chair. Focus on the well-being of every student through comprehensive academic and social-emotional support. Outcomes monitored by the teachers, REC teacher, SE team, Site Admin. Regular analysis of D/F data including conversations with teachers who have high rate of D/F. Outcomes monitored by the site admin. Comprehensive after school program that includes math tutoring by certificated math teachers in Algebra 1, Geometry, Algebra 2. Outcomes monitored by the Department Chair and PLCs.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration to pull Atlas Gradebook Snapshot reports. Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results: Decrease the distance from standard measured by 15 points for all student groups. Outcomes measured by growth from distance from standard. Increase percentage of students meeting or exceeding standard. Outcomes monitored by Principal, VPs and teachers.

2025-2026 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	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide targeted interventions	14,498.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide targeted interventions	14,498.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Funds for classroom technology; student laptops and chargers.	12,689.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	68,811.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide targeted literacy interventions during the school day	14,498.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay	33,643.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3586		26,679.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental pay for aides	4,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	183,503.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	20,441.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PD and conference	74,498.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH printer	28,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,585.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.6414		47,719.00

\$552,186.00

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

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
CCI - percentage of students who are Prepared	✓		49.4 %	2023-2024	52.9 %
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	70.4 %	69.9 %	2024-2025	71 %
Graduation Rate	✓	97.8 %	93.9 %	2023-2024	95 %
Percentage of students who completed A-G			54.9 %	2023-2024	56.9 %

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

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

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

50.7%of the Bullard High Class of 2024 ~~did not~~ meet the CCI indicator of "prepared"

- 23.9%(130 students) of the class of 2024, are deemed "approaching prepared" on the CCI indicators
- 26.8%(146 students) of the class of 2024, are deemed "not prepared" on the CCI indicators.

From 2023 to 2024 students meeting the "prepared" CCI indicator increased from 42.5 to 49.4%, which is an increase but this is not enough.

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

23.9%of the class of 2024, are deemed "approaching prepared" on the CCI indicators.

- 64 of the 130 students who were "approaching prepared" on the CCI indicators are approaching because they met the a-g requirements. If these students successfully completed one Dual Enrollment course or score a 3+ on one AP exam they would have moved to "prepared".
- 40 of the 130 students who were "approaching prepared" on the CCI indicators successfully completed a Career Technical Education (CTE) pathway, If they would have completed one Dual Enrollment course successfully, they would have moved to "prepared".

26.4%of the class of 2024, are deemed "not prepared" on the CCI indicators.

- 146 students were categorized as "not prepared".

- 27% of the CCI indicator "not prepared" are English Learners and 20.5% are students with disabilities

Out of the 545 students in the Class of 2024 33 students did not graduate.

- 13 of these students were English Learners and 9 were students with disabilities.
- 7/9 were on a certificate of completion track.

Graduating from high school, meeting A-G requirements, taking Dual Enrollment courses, passing AP tests, read world experiences and completing CTE pathways all contribute to students being prepared for college and career beyond high school.

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

1. Best first teaching using the most successful strategies for engagement and learning leading students to score at least a Level 3 "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics.
2. Offer and expand high-quality, high-interest, accessible CTE Pathways, Dual Enrollment, and AP courses.
3. Ongoing Professional Development opportunities for AP Teachers to optimize instruction for students to successfully pass the AP test.
4. Offer incentives for students to do their best when taking the California Smarter Balanced Assessment in 11th grade.
5. Review and adjust grading practices to encourage students to own their learning and earn C or higher grades to meet a-g requirements
6. Recruit and hire Bullard teachers who qualify to be Dual Enrollment instructors, limiting Dual Enrollment sections that are taught by SCCC instructors who are not on campus every day.
7. Recruit and retain Step Up HBCU students to join the Dual Enrollment Step Up pathway.

Section B: Investigation

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

Action 1: Support & Expand AP and Dual Enrollment Offerings Fully Implemented

Dual Enrollment:
From 2023-24 to 2024-25, Dual Enrollment college credit courses and AP offerings at Bullard High School increased. The number of Dual Enrollment students rose from 268 to 341 taking at least one college course. There has also been a rise in summer and asynchronous dual enrollment opportunities. Bullard students and families are very interested in enrolling their students in college-level coursework, helping them become better prepared for college and earn credits to get ahead. Our goal is to increase our number of total DE students from 341 to 380. We would increase or Step Up HBCU Dual Enrollment total enrollment from 32 to 45.

AP:
In 2023-24 Bullard High had 573 AP students take 910 exams, compared to 2024-25 634 AP students taking 973 exams. Pass rates overall increased from 44% in 2023 to 47% in 2024. We do not currently have AP pass rates for 2025.

Action 2: CTE and Linked Learning Enrollment Fully Implemented

CCI CTE Indicator: Students completing pathways has increased 5.8%

- 123 of the 545 seniors (22.6%) in the class of 2024 have met or are approaching prepared on the CCI indicator through meeting a CTE pathway.
- 98 of the 584 seniors (16.8%) in the class of 2023 have met or are approaching prepared on the CCI indicator through meeting the CTE pathway

Action 3: Support and Expand CTE Programs

Not Implemented

2024 Goal: Expand CTE by adding Sport Medicine pathway

Outcome: Plan for CTE Pathway expansion in Sports Medicine has come to fruition. We have added 1 full section of Sports Medicine with 29 students enrolled. A new room has been assigned with Sports Medicine supplies, tables, and a new instructor was hired.

2024 Goal: Admin work with CTE Manager and CTE teachers to create a comprehensive CTE plan for baseline experiences by pathway and grade level.

Outcome:

2024 Goal: Focus on Business Pathway. New instructors need support, open the Student Store and produce and sell products. Recruit 9th graders to enter the Business pathway.

Outcome: BHS will be hiring a new business pathway teacher in 2025-26. Part-time instructor will take on additional sections of Business. Change in the 11th grade course from Design and Marketing to Sports Marketing to increase student interest and real-world experiences related to BHS Athletics.

2024 Goal: Increase outreach to feeders and current students to increase enrollment. CTE Manager and student representatives have presented to all 9-11 grade students during Pre Registration sessions. They created a video and will have billboards on Shaw and 41 that will showcase CTE pathways at Bullard High. In Spring 2025, Bullard added presentations to 8th graders at Tenaya. A panel of student representatives spoke to all 8th graders about Bullard pathway opportunities.

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

Action 1: Support & Expand AP and Dual Enrollment Offerings

Effective

AP:

In 2023-24 Bullard High had 573 AP students take 910 exams, compared to 2024-25 634 AP students taking 973 exams. Pass rates overall increased from 44% in 2023 to 47% in 2024. We do not currently have AP pass rates for 2025, but we would like to see an increase of 5% to 52% overall.

We have made some staffing changes and are sending teacher to AP Training this summer in order to continue our trend of increased pass rates.

2024-25 AP Expansion:

Bullard has added 1 new AP course, AP Macroeconomics.

Bullard offers 18 AP courses.

Dual Enrollment:

From 2023-24 to 2024-25, Dual Enrollment college credit courses and AP offerings at Bullard High School increased. The number of Dual Enrollment students rose from 268 to 341 taking at least one college course. There has also been a rise in summer and asynchronous dual enrollment opportunities. Bullard students and families are very interested in enrolling their students in college-level coursework, helping them become better prepared for college and earn credits to get ahead. Our goal is to increase our number of total DE students from 341 to 380. We would increase or Step Up HBCU Dual Enrollment total enrollment from 32 to 45.

2024-25 Dual Enrollment Courses (Fresno City College)

BHS has added 5 new dual enrollment courses with a total of 8 sections and additional Summer and Asynchronous Options

English 1A
Communications 1
History 12
Music 17* (changed from Ethnic Studies due to a lack of faculty at FCC)
American Sign Language 1* new
American Sign Language 2* new
Math 3A* new
Math 11* new
Criminology 1* new
Criminology 5
*new course offerings this year

2024-25 HBCU Step Up (Benedict College)
These courses and enrollment have remained the same

15 11th graders

AA111 The College Experience (summer)
Hist 130 African American History (fall)
Psy130 Introduction to Psychology (spring)

18 12th graders

Eng131 Analysis & Argumentation (fall)
Eng237 Oral Communications (spring)

2024-25 District Asynchronous Independent Options (Fresno City College):

Fall 2024

Theater Arts 30, Counseling 53, Spanish 1

Spring 2025

Journalism 1, Communications 1 & Counseling 48

2024-25 Summer School Dual Enrollment Completers (this pivot is on the summer 2024 Dual Enrollment grades file attached)
Summer School Dual Enrollment options expanded in 2024.

Course	Count
ETHNST-10	6
FILM-6	6
JOURN-1	2

MUS-12	1
MUS-17	1
PE-62	2
PHOTO-5	2
SPAN-1	16
(blank)	
Grand Total	36

Action 2: CTE and Linked Learning Enrollment

Partially Effective

CTE pathway enrollment has not grown significantly from 2023-24 to 2024-25.

Bullard added two new courses, including one section of Sports Medicine and one section of Health and Fitness. All other sections have remained status quo.

Bullard has not had an increase in staffing.

CCI CTE Indicator: Students completing pathways has increased 5.8%

- 123 of the 545 seniors (22.6%) in the class of 2024 have met or are approaching prepared on the CCI indicator through meeting a CTE pathway.
- 98 of the 584 seniors (16.8%) in the class of 2023 have met or are approaching prepared on the CCI indicator through meeting the CTE pathway

Action 3: Support and Expand CTE Programs

Partially Effective

2024 Goal: Expand CTE by adding Sport Medicine pathway

Outcome: Plan for CTE Pathway expansion in Sports Medicine has come to fruition. We have added 1 full section of Sports Medicine with 29 students enrolled. A new room has been assigned with Sports Medicine supplies, and tables, and a new instructor was hired.

2024 Goal: Admin work with CTE Manager and CTE teachers to create a comprehensive CTE plan for baseline experiences by pathway and grade level.

Outcome: Parts of a plan have been created and implemented, but there is not a comprehensive CTE plan. This will continue into 2025-26. New courses have been created in the Business, Biomedicine and Computer Science areas. Jon Vivian will be moving into the Business pathway fulltime next year and one staff member is in flux.

2024 Goal: Focus on Business Pathway. New instructors need support, open the Student Store, and produce and sell products. Recruit 9th graders to enter the pathway.

Outcome: BHS has maintained status quo in 9th grade Business sections from 2023-24 to 2024-25. In 2024-25, a part-time Business instructor took on additional sections of Business. Support and training were offered to the BHS Business pathway teachers and the student store has partially reopened. Materials for production have been purchased and provided.

Change in the 11th grade course from Design and Marketing to Sports Marketing to increase student interest and real-world experiences.

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

AP Expansion:

While we do not anticipate a significant expansion of our AP program, our primary focus remains on maintaining and improving our increasing pass rates. To support this goal, we have made staffing adjustments and will be sending teachers to AP Training this summer. Additionally, we aim to boost enrollment in our existing AP courses.

AP Computer Science will not be offered in the 2025-26 school year. As this course also falls under the CTE category, it will transition into Advanced Robotics and Programming. Meanwhile, we plan to introduce AP Spanish Literature, aligning its implementation with our new DLI program, which is set to launch in 2026-27.

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

SSC:

- Strengthen communication and stakeholder engagement.
- Use student voice in decision making. Create opportunities for students to get involved in making decisions for Bullard.
- Expand student advisory panels.

ELAC:

- Need better tutoring opportunities for all students.
- Targeted interventions for English Learners.
- Culturally responsive teaching practices.
- Provide more opportunities for parents to give feedback around discipline processes.
- Transportation may be a challenge.

Staff:

- Ensure consistency in Policy and Student Engagement.
- Clearer discipline protocols, increase student voice in policy changes.
- Professional development on equity-driven classroom management.
- Not all teachers attended the restorative practices training.
- Teachers need PD on PBIS model.

Action 1 :

Support & Expand AP and Dual Enrollment Offerings

Action Details:

Maintaining current Dual Enrollment and Advanced Placement course offerings, increasing enrollment, and raising AP pass rates in 2025-26 will enhance graduates' college and career preparedness. In 2025-26, Bullard High will offer 10 SCCCD DE courses and 4 Step Up HBCU DE courses during the school day. One math DE course will be eliminated, but one DE Law course and one Biology course will be added. The focus will be on increasing enrollment and ensuring that classes provide high-quality educational opportunities so that students have the best probability of passing the course and the test if a test is available.

Dual Enrollment:

From 2023-24 to 2024-25, Dual Enrollment college credit courses and AP offerings at Bullard High School increased. The number of Dual Enrollment students rose from 268 to 341 taking at least one college course. There has also been a rise in summer and asynchronous dual enrollment opportunities. Bullard students and families are very interested in enrolling their students in college-level coursework, helping them become better prepared for college and earn credits to get ahead. Our goal is to increase our number of total DE students from 341 to 380. We would increase or Step Up HBCU Dual Enrollment total enrollment from 32 to 45.

AP:

In 2023-24 Bullard High had 573 AP students take 910 exams, compared to 2024-25 634 AP students taking 973 exams. Pass rates overall increased from 44% in 2023 to 47% in 2024. We do not currently have AP pass rates for 2025, but we would like to see an increase of 5% to 52% overall.

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

AP Coordinator

- Leads AP PLC
- Reviews and shares AP data
- Oversees student AP Ambassadors to help with tutoring and recruitment
- Plans activities and field trips for AP students
- Coordinates African American recruitment luncheon, celebrations, awards, and recognitions
- Organizes parent information night
- Meets with students who are struggling, contacts parents, and offers support

Dual Enrollment Coordinator

- Onboard new instructors and facilitators
- Assists with discriminating materials such as books, calculators, etc.
- Creates incentives and recruitment materials
- Coordinates field trip to Fresno City College
- Assists with submitting and organizing college applications, AB30 paperwork, and rosters.
- Create and maintain Best Practices and training documents for DE instructors and facilitators

Dual Enrollment Counselor

- Works with CCR and FCC counselor to ensure students are enrolled and in the correct sections
- Organizes and leads workshops to assist students in completing college applications and paperwork to enroll
- Coordinates and submits course and section rosters
- Monitors student's grades and is the point person for instructors and facilitators
- Monitors drop dates and student progress

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 PLCs showing evidence of project collaboration from the 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 students in CTE courses and Linked Learning classes
- Work with NIC to increase enrolment for SWD

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

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their

classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

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

Reduction in Long-Term EL Status:

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

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.
- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.)
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- 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 7-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.

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in AP, Dual Enrollment and core classes.
- Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for teachers or community mentors to meet regularly with students and track progress.
- Fund field trips to increase motivation and relevance.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence-based instructional strategies.

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

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources.

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

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

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Managers regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic CICO - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance. Teachers work in their PLC teams to build grade level and standards-based units that integrate evidence-based practices to support literacy development. They use data from formal and informal assessments design their initial instruction and response to intervention for students who are not meeting standards. Teachers utilize professional learning time to identify EL students in their classrooms and assess their individual academic needs. Administration will continue to designate time to review with all staff our CAASPP and ELPAC scores and tests format so that they may design lessons that will support our EL students. Our ELA Plus teacher supports EL students through ELPAC data chats, push-in to ELA classrooms, and co-planning with the ELD teacher as well as the grade level PLC teams.

African American (AA): Use iReady, SBAC, and previous grades performance data to identify African American students struggling in academic achievement. Share the data with content area PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in literacy skills. Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples. Establish pull-out or push-in "reading" support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between grade levels to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Submission of two current BHS staff to FCC to vet as Dual Enrollment instructors in two new courses. Prep buyout of Dual Enrollment Coordinator to support	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • An increase in the total number of DE students from 341 to 380. • 2025-26 will see an increase of 2 additional Dual Enrollment courses. • An increase in to the total number of Step Up HBCU Dual students from 32 to 45. • AP pass rates overall increased from 44% in 2023 to 47% in 2024. We do not currently have AP pass rates for 2025, but we would like to see an increase of 5% to 52% overall. • 2024-25 634 AP students took 973 exams. In 2025-26 we would like to see 660 students take 1000 exams.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. The percentage of students graduating from high school who are college and career ready based on the college and career readiness indicator (CCI) from the California Dashboard will increase from 43% in June 2024 to 75% by June 2030. Outcomes Monitored By: CTE Manager, Head Counselor and Administration

Action 2 :

CTE and Linked Learning Enrollment

Action Details:

Bullard High School currently has 7 CTE pathways: Biomedicine, Business Marketing & Technology, Computer Science, Law & Social Justice, Video Production, Photography and Teacher's Academy.

1. Expanding Quality Read Work learning and experiences throughout all pathways:

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
- dual enrollment opportunities
- field exploration and small-scale industry visits

Each pathway also has one or more career industry certificated teachers (CTE credentialed) who strategically collaborate with core subject matter teachers to design cross curricular project based learning experiences.

2. Ensure students are aware of the CTE pathway through recruitment and outreach and diverse groups of students are enrolled in all pathways.

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 Sports Medicine, updated Computer Science courses to Robotics & Programming and changed the Junior Business pathway course to Sports Marketing to increase interest in this pathway. The Law Pathway has

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

- 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

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

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

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

Reduction in Long-Term EL Status:

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

Increase in EL Student Proficiency on State Assessments:

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

- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- 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 7-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.

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History.
- Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for teachers or community mentors to meet regularly with students and track progress.
- Fund field trips to increase motivation and relevance.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

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

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources.

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful

integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

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

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Manages regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic **CICO** - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance. Teachers work in their PLC teams to build grade level and standards-based units that integrate evidence-based practices to support literacy development. They use data from formal and informal assessments design their initial instruction and response to intervention for students who are not meeting standards. Teachers utilize professional learning time to identify EL students in their classrooms and assess their individual academic needs. Administration will continue to designate time to review with all staff our CAASPP and ELPAC scores and tests format so that they may design lessons that will support our EL students. Our ELA Plus teacher supports EL students through ELPAC data chats, push-in to ELA classrooms, and co-planning with the ELD teacher as well as the grade level PLC teams.

African American (AA): Use iReady, SBAC, and previous grades performance data to identify African American students struggling in academic achievement. Share the data with content area PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in literacy skills. Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples.. Establish pull-out or push-in "reading" support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between grade levels to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All incoming students and parents will be aware of the CTE opportunities offered at Bullard High School through presentations, site visits, Open House, Parent Nights, Social Media and Outreach. Outcomes Monitored By: CTE Manager, Head Counselor and Administrator assigned to oversee pathway	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. High-Quality Opportunities for students in all pathways. Each pathway should include the following opportunities: Outcomes Monitored By: CTE Manager and Administrator assigned to oversee pathway • work-based learning • job shadow/internships • certifications • guest speakers • dual enrollment opportunities • field exploration and small-scale industry visits	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. The percentage of students graduating from high school who are college and career ready based on the college and career readiness indicator (CCI) from the California Dashboard will increase from 43% in June 2024 to 75% by June 2030. Outcomes Monitored By: CTE Manager, Head Counselor and Administration

Action 3 :

Support and Expand CTE Programs

Action Details:

- Grow 1 additional section in the Sports Medicine and Teachers Academy courses.
- Expand CTE Dual Enrollment to 11th graders in the Law Pathway and 11/12 graders in the Business Pathway
- Hire a Digital Photo teacher and a Business teacher, support them in creating quality courses and opportunities
- Create a plan to open the student store on a regular schedule, create new product to sell and create an online store.
- Admin work with CTE Manager and CTE teachers to create a comprehensive CTE plan for baseline experiences by pathway and grade level.
- Expand 8th Grade student panel visits to Wawona, Baird and Bullard Talent.

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

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

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

At Bullard High School, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

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

Reduction in Long-Term EL Status:

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

Increase in EL Student Proficiency on State Assessments:

- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.
- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc).
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Effective teacher planning structures for implementation of EL instruction and EL program considerations (such as DLI)
- Processes for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL PL topics.
- Provide PLs and ongoing support for the teachers and interventionists who provide the small group instruction.
- 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 7-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.

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History.
- Fund an additional ELA Support class (7th period or embedded in the school day) focused on skill-building and reteaching for struggling students.

Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.

Provide stipends for teachers or community mentors to meet regularly with students and track progress.

Fund field trips to increase motivation and relevance.

Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.

Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

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

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources.

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

Students with Disabilities (SWD): Ensure that IEP and 504 meetings are scheduled after school to allow teachers of SWD attend all IEP and 504 meetings and provide their input about students progress towards meeting goals. Provide PL to teachers in co-teaching instructional setting. Communicate with Case Managers regarding student SE well being, behavior and academic concerns.

English Learner (EL): Use Ellevation platform to identify EL students, and hone in on students that are underperforming in their core classes. Work with the PLUS teacher to create a caseload of students for regular academic **CICO** - Check Ins/Check Outs. Ensure that all teachers of EL students complete the EL Progress Monitoring and RFEP forms and refer students that need academic supports to tutoring. HSL will support with parent communication around student academic and behavior performance. Teachers work in their PLC teams to build grade level and standards-based units that integrate evidence-based practices to support literacy development. They use data from formal and informal assessments design their initial instruction and response to intervention for students who are not meeting standards. Teachers utilize professional learning time to identify EL students in their classrooms and assess their individual academic needs. Administration will continue to designate time to review with all staff our CAASPP and ELPAC scores and tests format so that they may design lessons that will support our EL students. Our ELA Plus teacher supports EL students through ELPAC data chats, push-in to ELA classrooms, and co-planning with the ELD teacher as well as the grade level PLC teams.

African American (AA): Use iReady, SBAC, and previous grades performance data to identify African American students struggling in academic achievement. Share the data with content area PLCs to track progress. Invite students to tutoring through teacher recommendations, parent calls/texts, and student incentives (extra credit, snacks, recognition). Have teachers or staff mentors check in weekly with struggling students, focusing on attendance, work completion, and confidence in literacy skills. Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Provide PD or PLC discussion culturally relevant examples.. Establish pull-out or push-in "reading" support during Class Meeting or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Strengthen Vertical Articulation by improving transitions between grade levels to prevent skill gaps that disproportionately affect African American students. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Expand CTE Dual Enrollment to 11th graders in the Law Pathway and 11/12 graders in the Business Pathway Hire a Digital Photo teacher and a Business teacher, support them in creating quality courses and opportunities Expand 8th Grade student panel visits to Wawona, Baird and Bullard Talent. Outcomes Monitored By: CTE Manager, Head Counselor and Administration	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Create a plan to open the student store on a regular schedule, create new product to sell and create an online store measured by student store sales. Admin work with CTE Manager and CTE teachers to create a comprehensive CTE plan for baseline experiences by pathway and grade level. Outcomes Monitored By: CTE Manager, and administrator assigned to CTE Pathway	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. The percentage of students graduating from high school who are college and career ready based on the college and career readiness indicator (CCI) from the California Dashboard will increase from 43% in June 2024 to 75% by June 2030. Outcomes Monitored By: CTE Manager, Head Counselor and Administration

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Books and other reference materials	8,493.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	10,000.00

\$18,493.00

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Section Attendance - Semester 1 - percentage of students with 90% and above			60.9 %	2024-2025	62.9 %
Suspension Rate	✓	6.67 %	10.7 %	2023-2024	9.7 %
Suspension Rate - (African American)	✓	14.47 %	20.2 %	2023-2024	19.87 %
Suspension Rate - (English Learner)	✓	13.17 %	17.8 %	2023-2024	17.47 %
Suspension Rate - (Long-Term English Learner)	✓		16.7 %	2023-2024	16.37 %

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

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

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

In 2024, the suspension rate for all students was 10.7%, showing a 0.8% decrease. A total of 277 out of 2,577 enrolled students were suspended at least once. The California Dashboard highlighted that African American, Long-Term English Learners (LTEL), and English Learner (EL) student groups require targeted interventions to prevent further increases in suspension rates, which could negatively affect their academic performance.

Currently, only **61% of students** at our school maintain an attendance rate of **90% or higher**, falling short of our **target of 63%** for Semester 1. Chronic absenteeism continues to be a barrier to academic success, particularly among our most at-risk student populations. Factors such as inconsistent family engagement, lack of student motivation, and limited access to interventions contribute to this challenge.

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

- **Behavioral Issues:** Students may engage in disruptive behaviors due to unmet social-emotional needs, a lack of positive coping mechanisms, or external challenges such as family stress or instability.
- **Inadequate Support Systems:** Insufficient access to tailored interventions or support services for students facing academic or behavioral challenges may lead to suspensions. This is especially true for African American, LTEL, and EL students who may not receive the specialized support they need.
- **Disciplinary Policies** - Punitive consequences may not always change the behaviors of students that create disturbance on campus.
- **Tier 3 High Needs students:** Our comprehensive high schools may not have all necessary structures and resources to meet the needs of students who exhibit consistent combative behaviors.
- **Many families** are hard to contact or disengaged from school activities, leading to insufficient support for students facing attendance challenges. Without clear communication, there is little follow-through on improving attendance at home.

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

1. Behavioral Issues
- Implementing school-wide SEL lessons through Class Meetings.
 - Use restorative practices to resolve conflicts constructively, reducing suspensions and fostering a more supportive school environment.
2. Lack of Engagement
- ILT will work on providing professional learning series on instructional practices that enhance student engagement.
 - Teachers should receive professional development to better understand how to engage African American, LTEL, and EL students.
 - Offer extracurricular programs, after-school tutoring, and mentorship opportunities tailored to underrepresented students can help re-engage them academically and socially.
3. Inadequate Support Systems
- More targeted interventions for African American, LTEL, and EL students, including additional tutoring or academic support classes, can address the gaps in academic performance that contribute to behavioral issues and suspensions.
 - Work with A4 to provide supports to African American students.
4. Disciplinary Policies
- Reviewing and revising disciplinary policies to prioritize restorative justice practices over suspensions can reduce the number of suspensions for all students, particularly those from disproportionately affected groups.
 - **Actively involving parents**, especially those of African American, LTEL, and EL students, in discussions about behavior and discipline can lead to more supportive and understanding home environments. Providing translation services and culturally relevant communication can bridge gaps in parent involvement.

Section B: Investigation

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

Action 1: Decrease Suspension Rate

Partially Implemented

Fully Implemented

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.

Collaboration between the Athletic Director and 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.

Partially Implemented

To decrease the suspension rates, Bullard admin team, i.e. the principal and all six vice principals, with the support of the Video Production teacher, created a BHS Behavior Expectations video presentation to show to our student body. Our goal was to show the video once every semester to ensure continual communication of behavior expectations. Due to structural changes on our campus and the need to modify the behavior expectations presentation, we were not able to show it during the second semester. (VP's will present rules and procedures to students at the beginning of each semester)

Not Implemented

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.

Action 2: Chronic Absenteeism

Fully Implemented

- Discussions between students and teachers regarding the importance of attendance
- HSL conducting home visits for chronically absent students
- 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.

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

Action 1: Decrease Suspension Rate

Partially Effective

Supporting students' social-emotional needs and providing them with a voice has helped shift our discipline approach from reactive to proactive. This year, changes to the California Ed Code eliminated the ability to suspend students for "willful defiance," raising concerns among teachers and administrators about how to effectively address defiant behavior. However, this change also strengthened our collaboration with parents as essential partners in their students' education.

To guide our response to student misbehavior, we relied on Discipline Guidelines training provided by the district's DPI team. Last year, our school adopted a zero-tolerance policy for THC-based vape pens, resulting in an automatic three-day suspension for any student found in possession or using one. However, this punitive approach failed to reduce the presence of vape pens on campus or deter student use.

This year, we adopted the **NOFO (Not On the First Offense)** policy recommended by DPI, which has significantly reduced suspension rates for contraband possession. Rather than an automatic suspension, our response is now more prescriptive. If a student is under the influence and unable to remain at school safely, we request that a parent pick them up and code the absence as justifiable, which also supports our absenteeism rate. If a student is found in possession of a THC vape pen but is *not* under the influence, the device is confiscated, parents are contacted, and the student is referred to our social-emotional support team for further intervention.

This approach has led to a meaningful reduction in suspension rates across all student groups, particularly among African American students, English Learners, and Long-Term English Learners.

We continue to suspend students for all other Ed Code violations. However, despite having a counselor dedicated to conflict resolution through restorative conferences, we have seen an increase in physical altercations.

Action 2: Chronic Absenteeism

Partially Effective

Effective

- HSL conducting home visits for chronically absent students
- Counselor meetings to identify barriers to attendance and provide services

Partially Effective

- Discussions between students and teachers regarding the importance of attendance

Class meeting schedule to support stronger connection to school

Small group meetings led by REC teacher and Vice Principals targeting members of student groups with high absences to address reasons for absences and discuss supports to improve attendance.

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

- Principal and Vice Principals design and deliver Behavior Expectations video at the beginning of **each** semester. Clarity around long term consequences for physical violence on and off campus.
- Build strong partnerships with families and provide consistent communication regarding behavioral expectations. **Invest in smartphones for every VP and principal.**
- Collaborate with local organizations, mentors, and community centers all of which can provide additional services for students.
- Implement school-wide SEL initiatives can help students build positive coping mechanisms and emotional regulation skills.
- **Site fund an RCA.**
- Offer extracurricular programs, after-school tutoring, and mentorship opportunities tailored to underrepresented students can help re-engage them academically and socially.
- Focus on education and intervention, Check In/Check Out process instead of punitive punishments.
- Coordinate a team of educators, counselors, administrators, and specialists (SST) to develop and monitor the progress of Tier 3 students.
- Continue implementing restorative practices
- Staff should receive ongoing training in working with Level 3 behaviors.
- Continue funding a full time HSL who will support with reducing chronic absenteeism through SART (Student Attendance Review Board) meeting, home visits, Attendance compacts and Check Ins/Check Outs.

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

SSC:

Strengthen communication and stakeholder engagement.

Use student voice in decision making. Create opportunities for students to get involved in making decisions for Bullard.

Expand student advisory panels.

Provide more opportunities for parents to give feedback around discipline processes.

Provide incentives to students that have perfect attendance.

ELAC:

Need better tutoring opportunities for all students.

Targeted interventions for English Learners.

Culturally responsive teaching practices.

Provide more opportunities for parents to give feedback around discipline processes.

Transportation may be a challenge.

Staff:

Ensure consistency in Policy and Student Engagement.

Clearer discipline protocols, increase student voice in policy changes.

Professional development on equity-driven classroom management.

Not all teachers attended the restorative practices training.

Teachers need PD on PBIS model.

Clarity and consistency of discipline process and use of Ed Codes for decision making.

Inconsistent enforcement of discipline policies across different classrooms and grade levels.

Restorative practices work when applied correctly, but we need more

clarity and consistency in how these policies are used.

Action 1 :

Decrease Suspension Rate

Action Details:

Our goal is to decrease the suspension rate at Bullard High School by 1% or more by the end of each semester through the implementation of targeted interventions, support programs, and restorative practices to improve student behavior and engagement. When students return from suspension, they'll participate in a re-entry meeting with a Vice Principal and our Restorative Counselor. We'll then connect them with individual or group counseling through our Social Emotional Support team. We aim to address behavior through personalized conversations and behavior modification strategies tailored to each student's needs. Additionally, we're implementing a mentorship program with our Link Crew students who will support struggling freshmen, fostering positive connections and a sense of belonging within our school community.

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

Tier 1:

All students will receive high-quality instruction in both academic content areas and social-emotional learning through bi-weekly **School Connect** lessons. Students will receive instruction on school-wide behavioral expectations through a variety of formats Behavior Expectations Video presentation delivered by admin team. To support student success, teachers will participate in training focused on building positive relationships with students. Additionally, teachers will receive professional development on effective classroom management strategies, including implementing the **Levels of Misbehavior** framework and collaborating with parents to address student behaviors. By proactively managing **Level 1 behaviors**, teachers maintain authority in the classroom, fostering a positive learning environment where students are more likely to meet expectations

Tier 2.

Students in need of additional academic support will be informed about after-school tutoring and encouraged to participate. **Level 2 misbehaviors** will be referred to the **Reengagement Center (REC)**, where the **Resource Counseling Assistant (RCA)** and **REC teacher** will assess and provide the necessary social-emotional or behavioral support for both students and teachers. The additional RCA will support at Student Services with student self referrals. Administration will follow up with students and log an administrative response in their portfolio. Support for Men's and Women's Alliance students through field trips, and service projects.

Tier 3

Implement personalized interventions, behavior support plans for students with significant academic and behavioral challenges.

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

English Learners (ELs) and Long-Term English Learners (LTELs) have some of the highest suspension rates on our campus, with 17.8% of EL students and 16.7% of LTELs suspended for at least one day last school year. To better support these students and reduce suspensions, we will implement proactive behavior interventions, engage EL parents early—before behaviors escalate to a suspension level—and provide comprehensive social-emotional and academic supports.

Student Groups

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

Long Term English Learner (LTEL), English Learner (EL), African American (AA): Provide targeted academic support to at-risk students, helping prevent disengagement that may lead to disciplinary issues. Fund after-

school intervention programs focused on academic recovery and behavior skill-building. Train teachers and staff in de-escalation strategies, and culturally responsive discipline. Offer workshops to parents on behavior strategies, conflict resolution, and navigating school discipline policies. Develop alternatives to suspension, such as reflection spaces, peer mediation programs, or mentorship groups.

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

Long Term English Learner (LTEL), English Learner (EL), African American (AA):

HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts. Due to increased cyber bullying and threats, Vice Principals will need smartphones to communicate with parents, and to house digital evidence of actions that may threaten student safety.

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

Long Term English Learner (LTEL), English Learner (EL), African American (AA): Our Restorative Practice Counselor will conduct re-entry meetings. We will pay extra pay contracts for teachers who will provide academic focused lunch detentions to students returning from suspension. We will provide a re-engagement center to provide an alternative to suspension solutions. We will fund an additional RCA for student intake and support in the common areas. We will have Family Engagement Hours focused on improving student engagement.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

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

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

Increased clarity and consistency with Discipline Processes, Guidelines and Admin Response.

Decrease in suspensions monthly compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

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

Shape these behaviors...

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

Decrease in suspensions by semester compared to last year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Lower suspension rates by 5% for all student groups.

Decrease in suspensions overall from last year to this year.

Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents.

Outcomes monitored by Admin Team, TST, and Climate & Culture Team

Action 2 :

Chronic Absenteeism

Action Details:

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

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

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

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

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

- 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.

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

To ensure that our EL, LTEL and Newcomer students have good attendance, we will have an informative meeting for EL parents during ELAC centered around Attendance. A Vice Principal will be assigned to oversee our English Learner students, and provide supports to students who are habitually absent. We will provide comp time to our teachers who speak Hindi, Punjabi, Armenian or Russian to make phone calls home and meet with parents who are non-English speaking. Our HSL will organize meetings with Student Attendance Review Team and create a plan to tackle the chronic absenteeism problems with EL student population.

Student Groups

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

With Title 1 funds we plan to support AI Students with following:

- Use HSL (Home school liaison) services to improve home-school communication and conduct outreach for chronically absent students.
- Use Parent Square and other communication tools (Edutext, mailers) to consistently notify parents about attendance concerns.
- Increase after-school tutoring access (expand teacher stipends or add a targeted 7th-period tutoring class for students with frequent absences).
- Provide bus passes for students with verified transportation barriers.
- Work with teachers to address student disengagement and absenteeism.
- Create cost-effective attendance incentives (recognition events, small rewards, or privileges) to encourage consistent attendance.
- Create a robust after school program that will entice students to attend school.

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

With 7090 or 7091 funds we plan to support All Students with the following:

- HSL to conduct home visits, organize and lead parent coffee hours, and SART (Student Attendance Review Team) meetings
- Attendance incentive programs (gift cards, school supplies, recognition events for improved attendance).
- Student and family engagement events focused on attendance awareness and support.

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

- PLC's will collaborate around interventions and support for chronically absent students.
- ILT will build the capacity of PLC leads to lead meetings around academic interventions.
- All teachers will be encouraged to communicate concerns about chronically absent students with counselors and alpha VPs.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increased student attendance rates and a measurable reduction in chronic absenteeism. (Monitored by teachers and HSL) Increased student attendance in after-school tutoring or intervention programs. (Monitored by counselors and VPs) More families participating in school outreach events and support services.(Monitored by HSL and VPs) Fewer reports of disengagement or avoidance behaviors related to absenteeism.(Monitored by teachers)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Students will show a consistent pattern of regular school attendance, with fewer students missing 10% or more of school days. • Chronic absenteeism will decrease by at least 5% by the end of Semester 2, as shown by attendance reports comparing Semester 1 and Semester 2 attendance rates. School Leadership Team: Oversees and ensures that all tracking systems are functioning properly and that the data is being used to inform decisions. Attendance Clerk: Tracks daily attendance data and reports trends. HSL: Conducts SART meetings. After-School Program Coordinators & Tutors: Measure student participation in tutoring and support programs. Counselors and SEL Staff: Measure engagement in social-emotional interventions.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results: Decrease the distance from standard measured by 15 points for all students as well as SWD, AA and EL student groups. Outcomes measured by growth from distance from standard. ELPAC Results: Increase number of students scoring a 4 and reclassifying. Outcomes monitored by Principal, VPs and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL mileage	1,021.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Additional resource counseling assistant to support with Tier 3 students	75,660.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000	*HSL cannot be used for translation of mandatory items (i.e., ELAC, IEPs & 504s)*	88,294.00
G3A2	Sup & Conc	Instruction	Local Mileage			Mileage	3,000.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance	1,000.00
G3A3	Sup & Conc	Instruction	Direct Trans			Transportation for students and field trips	14,500.00

\$183,475.00

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	78.2 %	91.4 %	2024-2025	92.5 %

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

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

Staff participation in the Fall Climate and Culture survey declined from 134 to 76 respondents. However, the percentage of favorable responses increased to 91.4%, exceeding the target of 78.2% by 17%.

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

- **Survey Fatigue** – Staff may feel overwhelmed by frequent surveys and choose not to participate.
- **Timing and Workload Conflicts** – The survey may have been administered during a busy period, making it difficult for staff to prioritize participation.
- **Inequitable and limited PLC time** - irregular PLC meeting frequencies due to Monday holidays, ALL Staff and DPLC meetings.

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

- Provide opportunities and time for staff to complete surveys during Buyback. Follow Up with staff that need support with survey completion.
- Schedule survey administration during a less demanding period in the school year. Offer incentives or designated time within staff meetings to complete the survey.
- Leverage Bullard's professional and community based teams and meetings (ILT, CCT, COST, SSC, Extended Admin, ELAC) for decision making around instruction, campus culture, student safety, and other areas where growth can occur. Principal will communicate weekly updates about Instructional Focus, Campus Culture, Discipline Processes and special schedules.

Section B: Investigation

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

Action 1: Professional Learning Teams

Partially Implemented

Fully Implemented - Professional Learning Communities and Professional Learning Series:

- Professional Learning Communities (PLCs) will collaborate to share expertise, analyze data, and refine instructional practices to improve student learning outcomes.
- Each subject area will have a designated PLC led by a PLC lead, who will guide the work using the *PLC+ Playbook for Instructional Leaders*. Key focus areas for PLCs will be determined based on school goals, instructional priorities, and data-driven areas for improvement.
- Establish clear roles, responsibilities, and expectations for PLC members, emphasizing collaboration, shared leadership, and collective responsibility for student success.
- Define each PLC's purpose and goals with a focus on student achievement, instructional effectiveness, curriculum alignment, assessment practices, and professional growth.
- Create a Professional Learning Series facilitated by Instructional Leaders Team (ILT) members and expert teachers. This series will focus on best practices in instruction, assessment, and classroom management, incorporating culturally responsive teaching strategies.

Partially Implemented:

- Collaborate with ILT, PLC, CORE, and Department Leads to standardize grading practices and learning approaches, ensuring consistency and equity in assessment across all classrooms.
- Utilize the expertise of ILT members and IABs (Instructional Advisory Boards) to lead professional learning sessions and workshops that address students' diverse needs and promote student success.

Not Implemented:

- Develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to drive PLC activities and align efforts with school improvement plans and academic standards.

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

Action 1: Professional Learning Teams

Effective

Effective

- Professional Learning Communities (PLCs) will collaborate to share expertise, analyze data, and refine instructional practices to improve student learning outcomes.
- Each subject area will have a designated PLC led by a PLC lead, who will guide the work using the *PLC+ Playbook for Instructional Leaders*. Key focus areas for PLCs will be determined based on school goals, instructional priorities, and data-driven areas for improvement.
- Establish clear roles, responsibilities, and expectations for PLC members, emphasizing collaboration, shared leadership, and collective responsibility for student success.
- Define each PLC's purpose and goals with a focus on student achievement, instructional effectiveness, curriculum alignment, assessment practices, and professional growth.
- Create a Professional Learning Series facilitated by Instructional Leaders Team (ILT) members and expert teachers. This series will focus on best practices in instruction, assessment, and classroom management, incorporating culturally responsive teaching strategies.

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

Based on the analysis of our actions, we will continue implementing all of the above actions with a few major changes.

1. Academic coach will work with all interested teachers to build their capacity. Focus on supporting new teachers.
2. Provide MATH and ELA teachers with time (as needed, and not exceeding 3 planning days) to collaborate with their PLC teams.
3. Continue training teachers in PLC+ structures and implementation.
4. Design and deliver professional learning series based on teacher interest and requests.
5. Provide compensation time for teachers who engage in learning walks.
6. Site fund professional learning and conferences related to Evidence Based Grading and Instructional practices.
7. Provide department planning days based on interest and need.

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

SSC: Strengthen communication and stakeholder engagement. Use student voice in decision making. Create opportunities for students to get involved in making decisions for Bullard. Include teachers in decision making processes around instruction, testing, safety and discipline.	ELAC: Provide more opportunities for parents to give feedback. Transportation may be a challenge.	Staff: PLCs help us become better teachers but balancing collaboration with grading, planning and everything else we have to do is difficult. While there is a push for data-driven instruction, there are still barriers to fully implementing changes.
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Action 1 :

Improving School Climate

Action Details:

To increase recruitment and retention of staff reflecting on the diversity of our community, BHS administration and the Climate and Culture Team will work hard to ensure positive work environment for all staff members.

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

- Create a **regional plan** that reflects the needs of our school.

- Provide PLCs with designated time during their duty day to collaborate, plan, and decompress.
- Administration will provide timely and growth oriented feedback after class visits.
- Reduce unnecessary paperwork and administrative duties to allow teachers to focus more on instruction and student needs.
- Offer resources and programs (EAP) that promote mental and physical health, such as access to counseling, wellness workshops, fitness programs, or stress-relief activities.
- Establish a clear and transparent line of communication through SBC where staff can share concerns without fear of judgment or repercussions.
- Create more opportunities for staff socials. (Bowling, luncheons, lawn chair Fridays, staff socials)
- Use Knight Watch Platform to recognize a BHS Staff of the Week.
- Involve educators in decision-making processes by seeking their input on key decisions that affect the school, such as curriculum changes, policies, or professional development topics.
- Empower staff to take on leadership roles in committees, initiatives, or school-wide projects, giving them ownership and a voice in shaping the school environment.
- Offer opportunities for staff to engage in continuous learning and professional development.
- Ensure that professional development is relevant, impactful, and provides teachers with the tools they need to succeed in the classroom.

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

Leverage district resources, including EL Services and EL TSAs, to assist teachers with completing EL Progress Monitoring Forms and RFEP documentation, facilitating communication with parents of reclassified EL students, and providing targeted support for newcomer students.

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in ELA, Math, Science and History.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

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

- Students with Disabilities (SWD):** With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources.
- African American (AA):** Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.
- English Learner (EL):** With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful

integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

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

Students with Disabilities (SWD): Provide PL to teachers in co-teaching instructional setting. Leverage Case Manager support regarding student SE well being, behavior and academic concerns.

English Learner (EL): Provide EL PL to all teachers.

African American (AA): Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will measure the effectiveness of Professional Development by providing opportunities for teachers to meet and reflect on the effectiveness and application of the PD. Outcomes monitored by Principal, VP, and ILT	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Fall Climate & Culture survey to the Spring survey. Outcomes measured by staff participation. There will be an increase in the percentage of favorable responses. Outcomes monitored by Principal, VP, and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will see an increase in the Fall Climate & Culture family survey from last year to this year. Outcomes measured by staff participation. There will be an increase of 4% favorable. Outcomes monitored by Principal, VP, and CCT.

Action 2 :

Professional Learning Teams

Action Details:

Bullard will strengthen recruitment and retention by fostering a collaborative culture within our Professional Learning Teams. We will emphasize the power of teachers working together—sharing best practices, tackling challenges, and supporting one another’s growth. Creating this kind of teamwork-driven environment not only enhances professional learning but also attracts educators who value collaboration and collective problem-solving.

Professional Learning Communities:

Professional Learning Communities (PLCs) will collaborate to share expertise, analyze data, and refine instructional practices to improve student learning outcomes. Each subject area will have a designated PLC led by a PLC lead,

who will guide the work using the *PLC+ Playbook for Instructional Leaders*. Key focus areas for PLCs will be determined based on school goals, instructional priorities, and data-driven areas for improvement.

To ensure effectiveness, we will:

- Establish clear roles, responsibilities, and expectations for PLC members, emphasizing collaboration, shared leadership, and collective responsibility for student success.
- Define each PLC's purpose and goals with a focus on student achievement, instructional effectiveness, curriculum alignment, assessment practices, and professional growth.
- Develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to drive PLC activities and align efforts with school improvement plans and academic standards.

Professional Learning Series:

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

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

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
- PLCs will develop common grading practices to increase equity
- ILT implement a Professional Learning Series utilizing ILT members and expect instructors to teach and develop each other.

Student-Centered and Real-World Learning:

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

Student Engagement:

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

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

- 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

Student Groups

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

African American (AA) English Learner (EL) Students with Disabilities (SWD):

- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Fund after school stipends for teachers for additional after-school tutoring in ELA, Math, Science and History.
- Offer **academic activities** during the summer bridge program to help students strengthen **literacy** skills.
- Provide stipends for PLC teams to analyze math performance data and refine intervention strategies specifically for AA, EL, and SWD students.
- Send teachers to conferences to further their learning in innovative and evidence based instructional strategies.

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

Students with Disabilities (SWD): With 7090/7091 funds we plan to support SWD by expanded tutoring, coteaching training for teachers, SEL supports, and availability of HSL for improved communication and navigating school resources.

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or staff mentors to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Bus transportation and entry fees for students to visit HBCUs, STEM industries, or college programs. Small incentives (gift cards, snacks, certificates) for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success in math.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines with our ELA Plus teacher for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance.

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

Students with Disabilities (SWD): Provide PL to teachers in co-teaching instructional setting. Leverage Case Manager support regarding student SE well being, behavior and academic concerns.

English Learner (EL): Provide EL PL to all teachers.

African American (AA): Establish pull-out or push-in literacy support during advisory or Support Periods for struggling African American students. Ensure PLC teams regularly analyze data on African American student performance and adjust interventions accordingly. Train and recognize high-performing students as peer tutors for struggling peers.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

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

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

We will measure the effectiveness of Professional Development by providing opportunities for teachers to meet and reflect on the effectiveness and application of the PD.

Outcomes monitored by Principal, VP, and ILT

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

Shape these behaviors...

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

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by staff participation. There will be an increase in the percentage of favorable responses.

Outcomes monitored by Principal, VP, and CCT.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will see an increase in the Fall Climate & Culture family survey from last year to this year.

Outcomes measured by staff participation. There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and CCT.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for PLC planning, for new AP teachers	43,779.00

\$43,779.00

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	80.3 %	80.8 %	2024-2025	81.9 %

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

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

In the Fall 2024-2025 Climate & Culture family survey, our school set a target of **80.3%** favorable responses in the **Family Engagement** domain. Our actual percent favorable outcome was **80.8%** which is **0.5%** exceeding the growth goal. Our new Target is to grow by 1.1% favorable in **Family Engagement to 81.9%**

A key contributing factor is the **low survey response rate**, with only **100 surveys collected** from families, which is insufficient to capture a comprehensive and representative perspective.

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

Several challenges hinder family engagement efforts, including:

- **High family transience**, resulting in non-working or incorrect phone numbers, making communication difficult.
- **Limited transportation options**, preventing families from attending school events.
- **Lack of childcare and food incentives**, which discourages participation in school-based activities.
- **Work obligations**, making it difficult for families to attend engagement events.
- **Language barriers**, limiting accessibility to important school communications and engagement opportunities.

Addressing these challenges requires intentional strategies to improve communication, accessibility, and support for families to foster stronger engagement in school activities and surveys.

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

A Home School Liaison is needed to maintain communication with transient families, address barriers like transportation and language, and promote stronger family engagement on our school campus.

Family and Community events to celebrate student successes in academics, VAPA, SPED, athletic, and multicultural events.

Coffee Hour for parents and guardians

Parenting education opportunities with daycare options provided, ELAC, SSC

Back to School night and Open House/Showcase- opportunities for parents to meet staff, tour campus, engage in curriculum, experience student classwork and projects.

Communication- website, report cards, mailers, social medias

Section B: Investigation

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

Action 1: Family Engagement

Partially Implemented

- **Fully Implemented:**
 - **Communication Platforms:** Edutext, Parent Square, report cards, website updates, social media (X, Facebook, Instagram), and parent communication (presort).
 - **Support & Engagement:** Full-time Home School Liaison, funding for mailers and materials, principal's weekly communication, Back to School Night, and Open House Showcase.
 - **Staff Training:** Customer service training for classified support staff.
 - **Event Communication:** Celebrations and events are shared via social media, Parent Square, and flyers.
- **Partially Implemented:**
 - **Principal's Coffee Hour:** Hosted by the Home School Liaison instead of the principal.
 - **Parenting Education Opportunities:** Offered on campus through contracted vendors, however, daycare was not provided.
- **Not Implemented:**
 - **School Messenger.**

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

Action 1: Family Engagement

Partially Effective

- Effective:
- **Event Communication:** Celebrations and events are shared via social media, Parent Square, and flyers. 5star, website and attendance data collected showed
 - **Communication Platforms:** Edutext, Parent Square, report cards, website updates, social media (X, Facebook, Instagram), and parent communication (presort). Website views are tracked, high attendance and views.
 - **Support & Engagement:** Full-time Home School Liaison, funding for mailers and materials, principal's weekly communication, Back to School Night, and Open House Showcase. High parent attendance collected by parent sign in sheets and QR codes.

Partially effective:

- **Staff Training:** Customer service training for classified support staff. Need more information on the frequency and topic of trainings.

Ineffective:

- **Principal's Coffee Hour:** Hosted by the Home School Liaison instead of the principal. Inconsistent attendance and events scheduled. Lack of incentive to participate and time of events
- **Parenting Education Opportunities:** Offered on campus through contracted vendors, however, daycare was not provided. Inconsistent trainings and vendor participation.
- **School Messenger.** did not implement

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

- **Event Communication:** Celebrations and events are shared via social media, Parent Square, and flyers. 5star, website and attendance data collected showed, advertise our social media at events
- **Communication Platforms:** Edutext, Parent Square, report cards, website updates, social media (X, Facebook, Instagram), and parent communication (presort).
- **Support & Engagement:** Full-time Home School Liaison, funding for mailers and materials, principal's weekly communication, Back to School Night, and Open House Showcase. High parent attendance collected by parent sign in sheets and QR codes.
- **Maximize Home School Liaison** to coordinate parent and community engagement events, once monthly with daycare and incentives provided.
- Office welcoming training?

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

SSC:

Strengthen communication and stakeholder engagement.

Use student voice in decision making. Create opportunities for students to get involved in making decisions for Bullard.

Expand student advisory panels.

Provide more opportunities for parents to give feedback around discipline processes.

Provide incentives to students that have perfect attendance.

Train office on customer service.

ELAC:

Need better tutoring opportunities for all students.

Targeted interventions for English Learners.

Culturally responsive teaching practices.

Provide more opportunities for parents to give feedback around discipline processes.

Transportation may be a challenge.

Staff:

Ensure consistency in Policy and Student Engagement.

Clearer discipline protocols, increase student voice in policy changes.

Professional development on equity-driven classroom management.

Not all teachers attended the restorative practices training.

Teachers need PD on PBIS model.

Clarity and consistency of discipline process and use of Ed Codes for decision making

Action 1 :

Family Engagement- Home School Liaison

Action Details:

To achieve our goal of creating a welcoming and engaging environment for our families at Bullard High School, we have developed a strategic plan that is specific, measurable, and aligned with our target of increasing the Climate and Culture Survey score to 81.9% in the family engagement domain.

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

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

Student Academics:

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

Student/Family Engagement:

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

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

Increase in Parent/Guardian Engagement and Communication:

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

Student Groups

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

Students with Disabilities (SWD), African American (AA), English Learner (EL):

We will continue funding an HSL position to conduct home visits, increase communication with parents, and conduct SART meetings.

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

Students with Disabilities (SWD), African American (AA), English Learner (EL):

We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

We plan to use 7090 funds to purchase smart phones for every vice principal for effective and timely parent communication.

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

Students with Disabilities (SWD), African American (AA), English Learner (EL):

Ensure that students who struggle academically and behaviorally are referred to Student Study teams for identification of supports and interventions.

Ensure consistent communication with parents as our educational partners.

Increase opportunities for parents to engage in their student's education and decision making process.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

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

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

We will see an increase in attendance at the Title I Parent Meeting/Back to School Night, Open House and at Parent Conferences.

Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.

Outcomes monitored by Principal, VP, and teachers.

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

Shape these behaviors...

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

We will see an increase from the Fall Climate & Culture survey to the Spring survey.

Outcomes measured by family engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will see an increase in the Fall Climate & Culture family survey from last year to this year.

Outcomes measured by family engagement domain. There will be an increase of 4% favorable.

Outcomes monitored by Principal, VP, and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0055 Bullard High School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Direct-Graph			Postcards, invites, posters, certificates	10,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for family engagement	20,194.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime -Family Engagement Support	994.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Campus safety assistant - support overtime	2,485.00

\$33,673.00

2025-2026 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	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide targeted interventions	14,498.00
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide targeted interventions	14,498.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Funds for classroom technology; student laptops and chargers.	12,689.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors	68,811.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Senior High	0.1250	Extra pay period to provide targeted literacy interventions during the school day	14,498.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay	33,643.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3586		26,679.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Supplemental pay for aides	4,124.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	183,503.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	20,441.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PD and conference	74,498.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH printer	28,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,585.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.6414		47,719.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Books and other reference materials	8,493.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	10,000.00
G2A3	Sup & Conc	Instruction	Direct Trans			Transportation for students and field trips	14,500.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL mileage	1,021.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Additional resource counseling assistant to support with Tier 3 students	75,660.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	1.0000	*HSL cannot be used for translation of mandatory items (i.e., ELAC, IEPs & 504s)*	88,294.00
G3A2	Sup & Conc	Instruction	Local Mileag			Mileage	3,000.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance	1,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Funds for teacher release time for PLC planning, for new AP teachers	43,779.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Postcards, invites, posters, certificates	10,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for family engagement	20,194.00
G5A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial overtime -Family Engagement Support	994.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Campus safety assistant - support overtime	2,485.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$208,304.00
Sup & Conc	7090	\$566,998.00
LCFF: EL	7091	\$56,304.00
Grand Total		\$831,606.00

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Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$552,186.00
G2 - Expand student-centered and real-world learning experiences	\$32,993.00
G3 - Increase student engagement in their school and community	\$168,975.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$43,779.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$33,673.00
Grand Total	\$831,606.00